REPORT RESUMES

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TALENT SEARCH PROJECT. FINAL REPORT.

BY- SAMSEL, RUTH L.

MIDDLESEX COUNTY COLL., EDISON, N.J.

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DURING A 19-MONTH SPAN OF TIME, MIDDLESEX COUNTY COLLEGE (NEW JERSEY) ATTEMPTED TO (1) IDENTIFY QUALIFIED YOUTH WITH EXCEPTIONAL FINANCIAL NEED AND ENCOURAGE THEM TO COMPLETE SECONDARY SCHOOL AND UNDERTAKE POST-SECONDARY EDUCATIONAL TRAINING WITHIN A COMMUNITY COLLEGE, (2) PUBLICLY EXHIBIT FORMS OF FINANCIAL AID FURNISHED THROUGH FEDERAL, STATE, AND LOCAL AGENCIES, (3) UNDERSTAND THE NATURE OF FUTURE JOBS IN THE LOCAL COMMUNITIES, AND (4) PROVIDE COUNTY YOUTH AND ADULT ORGANIZATIONS WITH AUDIOVISUAL MATERIALS WHICH WOULD HELP THEM UNDERSTAND EDUCATIONAL PROGRAMS, COSTS, REQUIREMENTS, AND OPPORTUNITIES. IN IMPLEMENTING THE PROGRAM, LOCAL BUSINESSES, INDUSTRIES, AND MEDICAL INSTITUTIONS WERE CONTACTED FOR THE PURPOSE OF CREATING INTEREST AMONG THE PERSONNEL DIRECTORS IN THE PROJECT. THROUGH HIGH SCHOOL VISITATIONS, COMMUNITY ORGANIZATION CONTACTS, AND COVERAGE BY THE NEWS MEDIA, AN ESTIMATED 13,500 CITIZENS (IN A POPULATION OF 500,000) WERE INFORMED ABOUT THE PROJECT ACTIVITIES. COUNSELOR VISITATIONS TO SCHOOLS AND PLANNED CAMPUS VISITATIONS FOR INTERESTED INDUSTRIAL PERSONNEL, COMMUNITY ORGANIZATIONS, STUDENTS, AND PARENTS CONSTITUTED THE THIRD PHASE OF THE PROJECT. THE FINAL PHASE WAS THE PREPARATION OF SIX SYNCHRONIZED SLIDE-TAPE "CAREER PRESENTATIONS" DEPICTING REQUIREMENTS, CURRICULUMS, AND FINANCIAL AID OPPORTUNITIES IN THE FIELDS OF CHEMICAL TECHNOLOGY, ELECTRICAL TECHNOLOGY, LABORATORY TECHNOLOGY, BUSINESS EDUCATION, SECRETARIAL SCIENCE, AND NURSE EDUCATION. (DG)

ED020733

FINAL REPORT

TALENT SEARCH PROJECT

Beginning date: 30 June 1966
Ending date: 31 January 1968

Prepared and Submitted by:

Ruth L. Samsel, Counselor
Middlesex County College
Edison, New Jersey 08817

JC 680 238

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

TALENT SEARCH PROJECT

Presented to:
Mr. Hugh M. Satterlee
Educational Talent Section
Office of Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

Prepared and submitted by:

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I. Project Title: "Information on Jobs for the Future and How to Prepare for Them as an Aid in the Encouragement of Educational Development."

II. Project Location: Middlesex County College
Edison, New Jersey 08817

III. Project Participants:
Dr. Frank M. Chambers, President
Dean Michael J. Reynolds, Dean of Students
Dean Joan H. Purtell, Associate Dean of Students
Miss Ruth L. Samsel, Project Counselor

IV. Project Cost:

Federal Contribution	$14,970
Middlesex County College	17,677
Total	$32,647

V. Project Duration:
Beginning date: 30 June 1966
Ending date: 31 January 1968
Duration in months: Nineteen

VI. Statement of Purpose:

The purposes of the project were to:

1. identify qualified youth with exceptional financial need and encourage them to complete secondary school and undertake post-secondary educational training in career-oriented curriculums within a community college;

2. publicly exhibit forms of financial aid furnished through Federal, State, and local agencies;

3. understand the nature of future jobs in the local communities and to encourage qualified youth to apply themselves toward these local occupations, and

4. provide county youth and adult organizations with audio-visual materials such as 35mm slides, tapes, brochures, and posters which would help them understand educational programs, costs, requirements, and opportunities.

VII. Description of the Project:

The project began in June 1966. It was believed that its success would ultimately lay in the widespread dissemination of information to industries, community organizations, and to students through the educational institutions. It was for that reason that the project evolved in four distinct phases: Phase 1) the Industrial Contacts; Phase 2) Community Organization Contacts; Phase 3) Student Contact through Educational Institutions. Phase 3 included counselor visitations to schools and planned campus visitations for interested industrial personnel, community organizations, students, and parents; Phase 4) Career Presentations. This phase of the project was the preparation of six synchronized slide-tape Career Presentations depicting requirements, curriculums, and financial aid opportunities in the fields of Chemical Technology, Electrical Technology, Laboratory Technology, Business Education, Secretarial Science, and Nurse Education. (The completed presentations are available to interested student and adult groups.)

....The charts that follow each of the phases, mentioned above, indicate the contacts made during the specific phase.

....The information identified as Phase IA, Phase 2A and,3A predicts the kind of continuing effect that the CEFUET project will have with respect to the particular phase as it relates to the students and the Community College.

....Phase 4 is the description of the preparation and content of the Career Presentations.

PHASE 1

SUMMARY OF INDUSTRIAL CONTACTS

The counselor visited local business and industry to interest personnel directors in the CEFUET project. During the visits, 35 mm slides were taken of technicians at work. Later, these slides were used in the Career Presentations.

High school student groups were invited to visit industry through CEFUET efforts. High school students and parents were invited to the campus individually and for specifically prepared programs for the introduction of the industrial expert to the potential student...and, in turn, the potential industrial employee.

Industrial and business personnel visited the campus as advisory committeemen and for the purpose of employing first year students for the summer. Student summer salary range was $350-$500 per month.

Below is a listing of local business, industry, and medical institutions that cooperated with the CEFUET counselor.

Legend

C=Chemical Technician
E=Electrical Technician
L=Laboratory Technician
B=Business Administration, Accounting, Marketing, Secretarial
N=Nurse Education
P=Places where pictures were made

		P
(C) E L N B	American Cyanamid	P
(C) (E) L N B	Bell Laboratory	P
(C) E (L) N (B)	Chevron Oil Company	
(C) E (L) N B	Colgate Palmolive Company	
C (E) L N (B)	Electronics Associates, Inc.	
C E L N (B)	Esso Engineering	
(C) E (L) N (B)	Esso Research & Development	P
(C) E (L) N (B)	Hess Oil and Chemical Company	
(C) (E) (L) N (B)	Hoffman LaRoche Company	P
(C) E L N B	Kellogg Company	P
C (E) L N (B)	Lockheed	P
(C) E L N (B)	Mobil Chemical Company	P
(C) E (L) N B	National Starch Company	P
(C) E L N B	Permacel	
C E L N (B)	South River Trust Company Bank	P
(C) (E) (L) N (B)	E. R. Squibb and Company	P
(C) E (L) N B	U. S. Metals Refining Company	P

(C) (E) L N B	Westinghouse	P
C E (L) (N) B	Brunswick Park Nursing Home	P
C E (L) (N) B	Middlesex Rehabilitation Hospital	P
C E (L) (N) B	Perth Amboy General Hospital	P
C E (L) (N) B	St. Peter's General Hospital	P

The CEFUET Project provided an opportunity to make such contacts at the same time that the College was beginning. It seems appropriate that the College will incorporate some of the following effects of the program into its operation as a matter of course.

Phase 1A:

...Continued efforts to bring personnel: engineers, public relations and personnel managers, executives to campus as a community service; for student education; for cooperative industrial educational enterprises and mutual enrichment.

...Advisement for educational requirements, educational facilities and potential working conditions and salary.

...Promote the cooperation of business and industry with the growing community college enterprise in the State of New Jersey.

...Continued negotiation for lay advisory committees for technologies; for curricula advisement; for hiring policies; for summer and terminal student employment.

Phase 1 and its predictable effect clearly supports the third purpose of the Talent Search Project which was to:

> understand the nature of future jobs in the local communities and to encourage youth to apply themselves toward these local occupations.

The Industrial-Guidance Workshop, summarized below is a direct outgrowth of Phase 1. See Appendix A for agenda for the workshop.

The Industrial-Guidance Workshop

The Industrial Guidance Workshop, called the Chemical Technician Career Symposium, involved sixty guidance personnel representing two counties and approximately fifty high schools for a full day session. It was planned cooperatively by CEFUET personnel and three nationally known industries: Esso, Union Carbide and Merck and Company.

The purpose of the Workshop was to inform the guidance personnel of the acute need for chemical technicians in the State of New Jersey which is number one in the United States in the chemical and pharmaceutical industry.

The emphasis of the day was made clear through the panel presentation of industrialists. The President of Middlesex County College and the President of Union Technical School presented their educational programs.

During Workshop sessions, guidance personnel met in small seminar groups with chemical technicians from three different industries to discuss the education, personal characteristics, job opportunities, and salaries for technicians.

Hopefully, this was another giant step taken in the education of guidance people about the necessity to advise appropriately talented students into this career area.

Beneficial effects were felt by the cooperative spirit of industrial chemists, chemical engineers, and chemical technicians toward the guidance personnel. And the guidance personnel were made fully cognizant of the role they must play in identifying and motivating young people toward this type of educational preparation.

PHASE 2

SUMMARY OF COMMUNITY ORGANIZATION CONTACTS

There are twenty-six separate communities in Middlesex County with a total population of over 500,000. Of this number we have been able to reach an estimated 13,500 people through the CEFUET program since September 1, 1966. This is an approximate number derived from the number of students in high school, actual community contact, as well as through the excellent newspaper and radio coverage.

The twenty-six communities are listed below:

Carteret
Cranbury
Dunellen
East Brunswick
Edison
Helmetta
Highland Park
Jamesburg
Madison
Metuchen
Middlesex
Milltown
Monroe
New Brunswick
North Brunswick
Perth Amboy
Piscataway
Plainsboro
Rahway
Sayreville
South Amboy
South Brunswick
South Plainfield
South River
Spotswood
Woodbridge

The CEFUET counselor spoke with each of the following organizations. An "S" placed before the organization indicates that slides were shown and discussed with the group. A "C" indicates that charts of various kinds were shown and discussed.

Aspira, Inc., New York
Boy Scouts of America
(S) Clara Barton Women's Club
East Brunswick Temple
Family Counseling Service
4-H Club
Girl Scouts of America
(S) Grace Lutheran Church
(SC) In-Crowd
(SC) Kilmer Job Corps
Kiwanis Club
(S) League of Women Voters
Madison Ministerial Group
Manpower Training Skills Center
Middlesex Board of Realtors
(S) Middlesex County College Faculty, staff and students

(S) Middlesex County Guidance Directors
Middlesex County Office of Economic Opportunity, New Brunswick and Jamesburg
(S) Multi-Service Center, Perth Amboy, New Brunswick
(SC) New Brunswick Business and Professional Women
(SC) New Brunswick Neighborhood House
(SC) New Jersey Employment Service--New Brunswick and Perth Amboy
New Jersey Association of School Social Workers
New Jersey State Department of Education
Newspapers (16)
Outward Bound (Trenton-National)
(S) Parent Teachers Association
Puerto Rican Settlements--New Brunswick and Perth Amboy
Radio Station WCTC, New Brunswick
Raritan Bay Social Planning Council
(SC) Rutgers Education Action Program
(SC) REAP Parents
(SC) Urban League
Urban League Guild
Upward Bound

The CEFUET program Phase 2A will be continued through the efforts of the institution, probably through the Admissions Department at every possible opportunity.

Phase 2A:

...Educate for an understanding of youth and their educational and financial needs.

...Educate for an awareness of educational opportunities for the unemployed and underemployed.

...Increased efforts to reach other adult groups through community agencies.

...Development of 35 mm slides so that more groups will have direct access to pertinent education information without CEFUET counselor's personal services.

...Continued counseling with Upward Bound students.

...Continued contact with the Kilmer Job Corpsmen who evidence interest and ability in continuing their education.

...Continued contact with known organizations.

Phase 2 and its predictable effect clearly supports the following purposes of the Talent Search Project which were to:

1. identify qualified youth with exceptional financial need and encourage them toward post high school education;
2. publicly exhibit forms of financial aid furnished through Federal, State, and local agencies;
3. provide county youth and adult organizations with audio-visual information that will help them understand educational programs, costs, requirements, and opportunities.

The Girl Scout Symposium is included here in detail because it was a direct outgrowth of Phase 2 and satisfied the three purposes of the Talent Search noted above.

The Symposium was conducted during the final month of the Project.

The Girl Scout Symposium

The Girl Scout Symposium took place at Middlesex County College on Saturday, January 27, 1968. It was the result of a coordinated effort on the part of the Talent Search Counselor and the two Girl Scout Councils; the Raritan Valley Council and Crossroads Council; which serve all Middlesex County girls.

The purposes of the Symposium were to encourage the tenth, eleventh, and twelfth grade senior girl scouts to:

1. View the dual role that they will assume as future wives and mothers as well as members of the labor force;
2. Give them a realistic look into the intellectual and physical demands of the work world in 1975-80 as viewed by experts in each field;
3. Inform them of financial opportunities for grants, loans, and scholarships which they may need to continue education beyond high school; and
4. Encourage them to consider post high school education with regard to their individual talents and abilities and not in the light of preconceived status of attending college.

There were approximately 160 girl scouts and 4-H club members and leaders who attended the 9:30 a.m. to 5:00 p.m. symposium.

The morning program consisted of four panelists who addressed the group on careers in:

a. Homemaking
b. Vocational Education
c. College preparation, and
d. Ways in which they can be prepared to return to the job market should they delay immediate post high school education.

The girls toured the campus after lunch in order to see the opportunities available to them within commuting distance of their homes at the Middlesex County College.

The afternoon sessions were each one hour in length and the girls had an opportunity to hear two speakers of their choice.

The type of speakers we invited were asked as a result of a poll taken of the girls in November. We wanted to insure the fact that interests of all girls were represented and not just the four-year college liberal arts student.

We had girls from every economic status represented and speakers on various types of post high school training and education.

The speakers were asked to pursue their specialty in some depth as to the type of preparation a girl would require to do the job that would probably exist within the next five to seven years when they would be ready to enter the field.

Field trips were offered by most speakers to any group of girls who were interested in further exploration into the field.

Our speakers were all local and acknowledged leaders in their fields. They represented the following categories:

Banking
Commercial and Fine Arts
Cosmetology and Beauty Culture
Business and Secretarial
Four-Year College Education
Home Economics & Family Planning
Nursing & Health Technologies
Peace Corps
Science & Technologies
Social Work

An evaluation was done at the end of the day in which five questions were asked. They were:

1. What did you enjoy best about the day?
2. What is your major occupational interest?
3. Do you feel that a symposium of this kind can help you in your occupational planning?
4. How would you change the format of this day if a future symposium was planned?
5. Did you find the time allocated to the workshops (one hour each) sufficient to meet your interests?

The results indicated: a unanimous desire to have other seminars of this type on the campus; they were happy to have the financial information; they had not previously had the opportunity to explore occupations with a concern for future changes in their field of interest so this dimension carried with it the excitement of chance as well as different job definitions within the particular occupation; they preferred less panel presentation and more small workshops; the girls who had not planned to attend a college for one reason or another were obviously delighted to realize that we deemphasized the status in continuing education and emphasized the choosing of the right education according to the individual talent and ability.

A side effect that was very worthwhile was that the two councils cooperated closely in one of the few cooperative efforts they had ever undertaken. At the end of the program, the leaders made plans to have a similar symposium next year. The CEFUET counselor offered the use of the College facilities and assistance.

Information was distributed for continuing education that required special training, two-year preparation, and four-year education. The girls were encouraged to consider their talents and abilities in terms of dealing primarily with thing, people, animals, or ideas. This information about oneself was then usable to determine potential vocations.

Statistics on job changes were made available to show that flexibility in eventual job placement and the ability to update skills was dependent on initial educational preparation.

This symposium was considered to be highly successful by all involved.

See Addendum B for agenda, newspaper copy, and Senior Scribbles, a newspaper published every two months by the girls in the Crossroads Girl Scout Council, Woodbridge, N.J.

PHASE 3

SUMMARY OF STUDENT CONTACT THROUGH EDUCATIONAL INSTITUTIONS

There are twenty-seven high schools in Middlesex County with approximately 8,000 graduates in June, 1968.

A listing of County High Schools follows:

Carteret
Dunellen
East Brunswick
Edison
Highland Park
Jamesburg
John F. Kennedy
Madison Township
Metuchen
Middlesex County Vocational
Middlesex
New Brunswick
Perth Amboy
Perth Amboy Vocational
Piscataway
Sayreville War Memorial
St. Joseph's
St. Mary's
St. Mary's, South Amboy
St. Peter's
South Amboy
South Brunswick
South Plainfield
South River
John P. Stevens
Woodbridge
Woodbridge Vocational

The following school-connected or student-connected contacts were made through letters, brochures, personal appointments, films, charts, discussion groups.

Superintendents (21)
Principals (28)
County Guidance Directors (28)
Teacher Associations (27)
County Counselors (138)
County School Social Workers (40)
Students Counseled (298)
Students in Groups (258)
Students individually (40)
Radio Responses (23)
Financial Requests (9)
Middlesex County College Faculty (110)

It seems appropriate that the institution will continue Phase 3A as much as possible beyond the conclusion of the CEFUET program.

Phase 3A:

...Effort made toward ninth and tenth grade students who have cultural and financial need.

...Integration of school personnel and outside agency activities that are youth-created and directed.

...Continued efforts through newspaper releases and widespread distribution of Financial Aid Posters and Brochures.

...Continued contact with high school counselors.

...Daily telephone calls from high school students who have heard about the Talent Search Project and are interested in obtaining more information about the career-oriented programs.

The "Ask The Expert" seminar held on campus April 22, 1967 was a direct outgrowth from the Phase 3 contact we made with students through educational institutions.

There is no question that all four purposes and objectives of the program were satisfied by this seminar.

"Ask The Expert Seminar"

The CEFUET counselor planned the "Ask the Expert" program for 9:30 a.m. to 12:30 p.m. on Saturday, April 22, 1967, for the purpose of introducing high school juniors to Middlesex County College campus, its facilities, the programs, and simultaneously exposing the students to industrial representatives in the technology curriculums.

Parents were invited to tour the campus and see the physical facilities as well as discuss the various curriculums and cost. High school guidance directors and counselors were invited on campus for a briefing of the program previous to the day of the program.

Because there was less attendance than we had hoped for, the industrial leaders and the CEFUET staff present decided to hold the Industrial Guidance Workshop on October 19, 1967, at the Esso Research and Development Company in Linden, New Jersey.

See Appendix C for "Ask the Expert" program and agenda.

PHASE 4

SUMMARY OF THE CAREER PRESENTATIONS

The Career Presentations characterize the fourth and final stage of the CEFUET project begun 30 June 1966 under the Higher Education Act of 1965 from the U.S. Office of Education.

The Career Presentations represent each of the six career-oriented curriculums available at Middlesex County College. They are available to interested groups in a synchronized slide-tape presentation. They were prepared to provide a tangible way to continue the dissemination of information regarding the careers beyond the contract period of the Talent Search Project. The purposes of the presentations were as follows:

1. To provide information on the kind of careers that are made available through community college education and encourage young people to take a close look at the potential future in such career-oriented programs.

2. To inform students of the actual course content in each curriculum.

3. To provide information regarding sources of financial assistance available to needy youth and how, when, and where to make application for appropriate aid.

4. To help students view their talents and abilities in the light of realistic requirements at a post high school educational institution.

It is obvious that the presentations could not identify financially needy but talented youth, but high school counselors aware of the CEFUET project would encourage students to attend showings of the Career Presentations that were applicable to the interest and abilities of the students.

The following career-oriented curriculums were explored:

Business Education with options in Marketing or Accounting
Nurse Education
Secretarial Science
Electrical Technology
Chemical Technology
Laboratory Technology with emphasis on biological science

Consistent in each presentation was the following information:

1. The opportunity for job placement and the expected entry position, the opportunity for continuing education was explored.

2. An explanation that the Career Presentations were the result of a program developed cooperatively by the U.S. Office of Education under the Higher Education Act of 1965 and Middlesex County College (originally called the CEFUET project) called the Talent Search Project which had as its objectives:

    a. to identify qualified youth with exceptional financial need;

    b. to encourage them toward post high school education in a community college;

    c. to provide them with information regarding sources of financial aid.

3. An explanation of the purposes of a two-year education at Middlesex County College. (To prepare students to enter the world of work with an understanding of the theory of their profession and the skills required to be effective.)

4. The estimated cost of attendance with a description of both college and personal costs.

5. The Financial Aid Spectrum which explained the differences between grants, loans, and scholarships and advised students how, where, and when to apply for them.

6. A statement of the high school courses required for college entrance.

7. A statement and definition of the college course which would be required.

8. 35mm slides which were taken in respective curriculums indicating courses, laboratories, and skills which would be required for successful completion of the course of study.

9. Exploration of potential job opportunities and salaries available upon completion of studies with an Associate of Applied Science degree.

10. An offer of counseling by the College Admissions Counselors to anyone interested in the career described.

11. An orientation to college facilities and extra-curricular program.

The CEFUET staff believes that these presentations prepared for the high school sophomore and junior will have long-range effects on many who are in the process of making occupational decisions.

Every effort was made to assist a student in assessing his own talents, temperament, and academic abilities with regard to the career being discussed.

The presentations average between 15 to 20 minutes in length and from 65 to 75 slides.

Each presentation has been synchronized with an electronic beep to be shown on the Cinema Sound 750 slide-projector machine available through Creatron Company. The machine itself weighs twenty-three lbs. and is both a tape recorder and slide projector.

VIII. Continuing Programs

The following programs have been outgrowths of the basic CEFUET program.

A. The referred-to financial aid brochures and the posters, sent under separate cover, were widely circulated throughout the County.

Compliments have been received from banks, libraries, assemblymen, school personnel, and colleges for the design and content of both the brochure and poster. Several institutions have expressed interest in using the information and format contained in them.

To bring the concept of financial aid to the attention of many, we have devised an attractive paper weight to be sent to members of the educational community. (To be mailed under separate cover to the Office of Education.)

As a by-product of the poster, several non-profit community agencies have asked us to enter a plan to conduct a coordinated work-study program for students off campus.

B. Puerto Rican groups in both Perth Amboy and New Brunswick are organizing for educational programs for their youth. They are both trying to become affiliated with ASPIRA in New York.

C. A full day Girl Scout Symposium to discuss opportunities open to women to be held during the winter of 1969 because of the success of the one held by the CEFUET counselor.

D. Continuing contact with high school guidance personnel. See letter attached which was sent to counselors November 10, 1967.

E. The Higher Education Liaison Program (HELP). The N.J. Higher Education Liaison Program (HELP), a new committee was convened in May, 1967, to find ways of financing disadvantaged youth who wanted to enter a post high school educational institution. The committee was made up of all N. J. Admission Directors, the directors of CEFUET projects and Upward Bound programs.

Continuing efforts are being made to place Upward Bound students in colleges, identify others, and coordinate the number of students interested in higher education with the institutions which have openings. Financial and tutorial assistance are important and necessary to help these young people. Available resources are being investigated by the committee.

The CEFUET counselor was instrumental in arranging a meeting with a representative of the State Department of Higher Education to discuss ways and means of consolidating the efforts of the membership of the Higher Education Liaison Program.

Simultaneously the group will review the nature and scope of each of the four programs which have been submitted for federal funding through the new Talent Search Projects funded by the Higher Education Act of 1965 for the disadvantaged students of New Jersey. This is a coordinated statewide effort.

The Community awareness of the career-oriented curriculums that was engendered as a result of the CEFUET program is important.

People became actively involved in investigating the type of career-oriented programs offered within a short distance from their homes. Students who had no post-high school educational plans made decisions to attend this College partially because of the efforts of the CEFUET program and because of the financial aid information that was made available to them.

This report is submitted with the sincerest hope that it contains some contribution that can be utilized elsewhere to help the disadvantaged talented young people particularly at the grass roots level. There has been a great deal of thought given to each phase of this project in terms of the effectiveness of the contact during the funding period and the durability of the effectiveness beyond the funding period.

We believe that all colleges should employ someone to work as the CEFUET counselor worked, in that the office space and facilities were made available at the College, but that the responsibility of the counselor was to the community youth. It has become clear that the freedom that the counselor had to plan programs, contact organizations, consult with industrial, business, and medical personnel and, generally serve as liaison for college programs and high school youth, is one of the more modern approaches to serving youth who otherwise are not served. At the same time, youth and adults were educated to the values of the career-oriented professions.

The total program has effectively served the community in an economic sense in that youth have been apprised of the employment possibilities within their community while, at the same time, industrialists have become prepared to employ locally educated personnel. This permits young people the educational opportunities, the ability to earn a living, and the income to support the economy, all from within the Middlesex County Community.

The fact is that the Community College has had a total effect on Middlesex County, and because the CEFUET program was instituted simultaneously with the advent of the College, the effectiveness of the CEFUET program has been notable.

There can be absolutely no doubt that the CEFUET project conducted at Middlesex County College over the past nineteen months has been successful in its efforts to meet the original contractual aims:

1. Identify qualified youth with exceptional financial need and encourage them to complete secondary school and undertake post-secondary educational training in career-oriented curriculums within a community college;

2. Publicly exhibit forms of financial aid furnished through Federal, State, and local agencies;

3. Understand the nature of future jobs in the local communities and to encourage qualified youth to apply themselves toward these local occupations, and

4. Provide county youth and adult organizations with a fifteen minute synchronized slide-tape career presentation based on educational opportunities as well as technological and industrial needs.

ADDENDUM A

CEFUET PROJECT

Summary of Commitments and Expenditures for the period June 30, 1966 to January 31, 1968:

		COMBINED FEDERAL and COLLEGE		
		BUDGET	COMMITTED & EXPENDED	DIFFERENCE
I.	Wages	19,586.00	21,215.20	(1,629.20)
II.	Employee Benefits	2,750.00	1,130.48	1,619.52
III.	Travel	1,317.00	552.23	764.77
IV.	Supplies & Materials	2,470.00	3,137.06	(667.06)
V.	Communications	220.00	220.00	-0-
VI.	Services	3,000.00	1,018.67	1,981.33
VII.	Final Report Costs	50.00	50.00	-0-
VIII.	Equipment	1,350.00	1,634.83	(284.83)
IX.	Indirect Costs	1,900.00	1,900.00	-0-
	TOTAL	32,643.00	30,858.47	1,784.53

ADDENDUM A

Standard Form No. 1034 7 GAO 5000 1034-111	**PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL**	VOUCHER NO.

U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION

Department of Health, Education & Welfare
Office of Education
Educational Talent Program
Washington, D. C. 20202

DATE VOUCHER PREPARED

CONTRACT NUMBER AND DATE: OEC-1-6-000024-1842

REQUISITION NUMBER AND DATE

SCHEDULE NO.

PAID BY

PAYEE'S NAME AND ADDRESS:

Middlesex County College
Edison, N. J. 08817

DATE INVOICE RECEIVED

DISCOUNT TERMS

PAYEE'S ACCOUNT NUMBER

SHIPPED FROM | TO | WEIGHT | GOVERNMENT B/L NUMBER

NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES (*Enter description, item number of contract or Federal supply schedule, and other information deemed necessary*)	QUANTITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT (¹)
I.		Personnel				-0-
II.		Benefits				-0-
III.		Travel				181.86
IV.		Supplies & Materials				1,096.96
V.		Communications				-0-
VI.		Services				138.00
VII.		Other Costs				-0-
						1,416.82

These represent valid expenditures charged to this contract. Signed: ____

(Use continuation sheet(s) if necessary) | (Payee must NOT use the space below) | TOTAL

PAYMENT:
- ☐ COMPLETE
- ☐ PARTIAL
- ☐ FINAL
- ☐ PROGRESS
- ☐ ADVANCE

APPROVED FOR = $

EXCHANGE RATE = $1.00

DIFFERENCES

BY ²

TITLE

Amount verified; correct for

(*Signature or initials*)

Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.

(*Date*) (*Authorized Certifying Officer*) ² (*Title*)

ACCOUNTING CLASSIFICATION

PAID BY

CHECK NUMBER	ON TREASURER OF THE UNITED STATES	CHECK NUMBER	ON (*Name of bank*)
CASH $	DATE	PAYEE ³	
		PER	
		TITLE	

¹ When stated in foreign currency, insert name of currency.
² If the ability to certify and authority to approve are combined in one person, one signature only is necessary, otherwise the approving officer will sign in the space provided, over his official title.
³ When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example "John Doe Company, per John Smith, Secretary", or "Treasurer", as the case may be.

☆ U.S. GOVERNMENT PRINTING OFFICE 1966 O—754-907

ADDENDUM A

SAMPLE COPY

REPORT OF EXPENDITURES

CONTRACTS TO ENCOURAGE THE FULL UTILIZATION OF EDUCATIONAL TALENT

DATE: 2/29/68

CONTRACTOR:
CONTRACT NO.: OEC-1-000024-1842
FISCAL OFFICER:
(Signature)

TIME PERIOD: FROM: 7/1/67 TO: 1/31/68
BALANCE CARRIED FORWARD FROM PREVIOUS REPORT:
UNEXPENDED BALANCE FROM PREVIOUS REPORT:

ITEM (By Line)	TOTAL BUDGET (Per Item)	EXPENDITURES FOR REPORTING PERIOD (Per Item)	TOTAL EXPENDITURES TO DATE (Per Item)	UNEXPENDED BUDGET (Per Item)
I. Personnel	11,600.00	-0-	11,600.00	-0-
II. Benefits	-0-	-0-	-0-	-0-
III. Travel	900.00	181.86	552.23	347.77
IV. Supplies & Materials	2,170.00	1,096.96	2,517.77	(-347.77)
V. Communication	-0-	-0-	-0-	-0-
VI. Services	300.00	138.00	300.00	-0-
VII. Other Costs	-0-	-0-	-0-	-0-
Total	14,970.00	1,416.82	14,970.00	-0-

TOTAL:

ADDENDUM B

GIRL SCOUT SYMPOSIUM MATERIALS

JANUARY 27, 1968

SATURDAY - JANUARY 27, 1968

THE GIRL SCOUT SYMPOSIUM

A TALENT SEARCH PROGRAM

Co-sponsored by: Crossroads Girl Scout Council
Raritan Valley Girl Scout Council
U. S. Office of Education under the Higher Education Act of 1965, Title IV

MIDDLESEX COUNTY COLLEGE
Edison, N. J. 08817

MIDDLESEX COUNTY COLLEGE

GIRL SCOUT SYMPOSIUM: A TALENT SEARCH PROJECT

AGENDA

9:30 to 10:00 - Registration - West Hall (18)

10:00 - Ruth L. Samsel, Talent Search Counselor - Welcome and Introduction of Dr. Frank M. Chambers, President, Middlesex County College

10:15 to 12:00 - Panel Presentation - "Women in 1975-80: Their Potential Role and Responsibility" - West Hall (18)

- Mrs. Judith Ciardi - "What Goes Into Being a Good Homemaker"
- Mrs. Elaine House - "Vocational Education"
- Dr. Marion Rampel - "Academic Education"
- Mrs. Anita Voorhees - "Changing Patterns in Women's Lives"

12:15 to 1:15 - Luncheon - Cafeteria - Raritan Hall (15)

1:15 to 2:00 - Tour of Campus

2:00 to 4:00 - Afternoon Group Sessions - Raritan Hall (15)

- Mr. Thomas Angotti - Rm. 301 - Peace Corps
- Mrs. Sarah Bergen - Rm. 302 - Banking Careers for Women
- Mrs. Rose Channing - Rm. 303 - Nursing and Health Technologies
- Mr. J. Dineen - Rm. 304 - Women in Science and Technologies
- Mr. John Goodyear - Rm. 305 - Commercial and Fine Arts
- Miss Frances Healy - Rm. 312 - Four-Year College Education
- Dr. Mary Kievit - Rm. 313 - Home Economics and Family Planning
- Mrs. Eugenia Messner-Rm. 314 - Cosmetology and Beauty Culture
- Mrs. Mary Reilly - [redacted] - Business and Secretarial Careers

(Both sessions will be held in Secretarial Suite - Rm. 117 - Main Hall)

- Mr. Harold Utts - Rm.316 - Social Work Agencies and School Social Work

4:00 to 5:00 - Reassemble in West Hall

Guitar Sing-In

NOTE: A Health Station will be set up in the Faculty Lounge of Raritan Hall by Mrs. Virginia Buntaine, College Nurse in case of emergency.

PARTICIPANTS OF THE GIRL SCOUT SYMPOSIUM
January 27, 1968

PANELISTS - MORNING SESSION - "Women 1975-80: Their Potential Role and Responsibility"

Mrs. Judith Ciardi, Homemaker, Fine Artist, "What Goes Into Being a Good Homemaker"

Mrs. Elaine House, Assistant Professor, Vocational Education Department, Rutgers University, "Vocational Education"

Dr. Marion Rampel, Academic Dean, Westminster Choir College, "Academic Education"

Mrs. Anita Voorhees, Coordinator of Job Horizons for Women, Middlesex County College, "Changing Patterns in Women's Lives"

GROUP LEADERS - AFTERNOON SESSION

Mr. Thomas Angotti, Middlesex County 4-H Agent, County Office Building, New Brunswick, "Peace Corps"

Mrs. Sarah Bergen, Vice President Perth Amboy National Bank, "Banking Careers for Women"

Mrs. Rose Channing, Associate Professor, Nurse Education, Middlesex County College, "Nursing and Health Technologies"

Mr. J. Dineen, Assistant Professor, Electrical Technology, Middlesex County College, "Women in Science and Technologies"

Mr. John Goodyear, Assistant Professor, Rutgers University, "Commercial and Fine Art"

Miss Frances Healy, Associate Dean of Students, Douglass College, "Four Year College Education"

Dr. Mary Kievit, Associate Professor, Douglass College, "Home Economics and Family Planning"

Mrs. Eugenia Messner, Guidance Counselor, Woodbridge Vocational High School, "Cosmetology and Beauty Culture"

Mrs. Mary Reilly, Associate Professor, Secretarial Science, Middlesex County College, "Business and Secretarial Careers"

Mr. Harold L. Utts, Case Work Supervisor, Family Counseling Service, "Social Work Agencies and School Social Work"

COMMITTEE MEMBERS

Raritan Valley Girl Scout Council
- Mrs. Martha Hartle, Program Chairman
- Miss June Rabel, Program Services Director
- Miss Harlee Strauss, Senior Scout

Crossroads Girl Scout Council
- Miss Linda Burkel, Senior Scout
- Mrs. Linda Wagnon, Field Director
- Mrs. Alice Wall, Program Committee Member
- Mrs. Harriet Ward, Program Committee Member
- Mrs. Mary Weber, Program Committee Member

Miss Ruth Samsel, Counselor, Talent Search Project, Middlesex County College

COMMITTEE FOR ARRANGEMENTS OF GIRL SCOUT SYMPOSIUM

Raritan Valley Girl Scout Council

Mrs. Martha Hartle, Program Chairman
Miss June Rabel, Program Services Director
Miss Harlee Strauss, Senior Scout

Crossroads Girl Scout Council

Miss Linda Burkel, Senior Scout
Mrs. Linda Wagnon, Field Director
Mrs. Alice Wall, Program Committee Member
Mrs. Harriet Ward, Program Committee Member
Mrs. Mary Weber, Program Committee Member

Miss Ruth Samsel, Counselor, Talent Search Project, Middlesex County College

The Talent Search Project has been in operation at Middlesex County College since June 1966 and has been co-sponsored under Title IV of the Higher Education Act of 1965 and Middlesex County College. The Project has been dedicated to identifying and encouraging young people to remain in high school and to seek post-high school education according to their talents and their ability. Each of the twenty-six County High Schools has been involved through the efforts of Guidance Directors, Counselors, Principals, and in many cases, teachers have helped to identify needy and talented young men and women who should be encouraged toward some form of further education. We are happy to say that a number of Middlesex County College students are enjoying both the rigors and the pleasures of college life as a result of this project. You may be interested to know that numerous industries, businesses, and hospitals have participated in this project by offering their time and facilities to young people who were interested in knowing more about the career or institution before choosing a career field. We have counseled students with financial need and we have presented existing financial opportunities presently available to students who were self-referred or counselor-referred. The Talent Search Counselor has met with many civic and community organizations interested in the welfare and education of youth.

The Girl Scout Symposium is one of the outstanding activities of the Project's nineteen months' existence. Through the Symposium we hope to reach the Scouts who have made their decisions toward vocations and we believe that we will be instrumental in helping girls identify personal interests and talents by making them aware of their womanhood as it may affect their potential role and responsibility in the future. That future is more technologically oriented, is more automated, is rapidly changing and reflecting the need for greater personal responsibility for making moral and social adjustments within one's personal value structure. We believe that the faster rate of maturity evidenced over the past ten years is an indication that girls will continue to mature early. They will be asked to make judgments about both short and long-range goals in high school, and they will nonetheless be expected to become wives, mothers, and prepare for dual careers in increasing numbers. We know that women will be expected to enter the labor market at a skilled or professional level, leave industry to have a family, and return to be retrained when the family is old enough for them to leave. This will require a great deal of thinking for both the woman and her husband. It also has tremendous implications on the labor market. It implies, too, that women will become active volunteers in community agencies for a brief period of their lives when their children are small.

The role and responsibility of women is not something that should happen incidentally! Each girl has an obligation to herself to make her future reflect her interests, her intelligence, her abilities, and her personal needs. We sincerely hope that this Girl Scout Symposium will serve to stimulate each girl to reach for the future that most precisely and comfortably fits her.

Robert Frost from "Two Tramps in Mud Time"

But yield who will to their separation,
My object in living is to unite my avocation
And my vocation as my two eyes make one in sight.
Only where love and need are one and the work
Is play for mortal stakes, Is the deed really done,
For Heaven and the future's sakes.

GIRL SCOUT SYMPOSIUM

January 27, 1968

Peace Corps:	Tom Angotti says that young people must find a commitment to others. He knows that it can be a commitment in a local community as well as a commitment overseas.
Banking Careers for Women:	There are opportunities in banking for women at all levels of education. Can you name three positions available for you in a bank?
Nursing & Health Technologies;	This is a new idea for women. We will soon have two-year programs at Middlesex County College to offer. Ask your Guidance Counselor for more information on such careers.
Women in Science Technologies:	Now is the opportunity to use your head. Mr. Dineen states that women have a great personal and financial future in this field.
Commercial and Fine Art:	As an internationally renowned figure in the world of art, Mr. Goodyear believes that we daily live in the world of art. Art need not be stationary but is indeed mobile.
Four-Year College Education:	Why should you go to college without having a major interest? Does mastery have anything to do with achievement in college courses. Do you know that one out of every four girls who enters college never graduates?
Home Economics and Family Planning:	How are you going to survive in a moneyless society? Does education have anything to do with family planning? As more package foods become available, how will mother spend her leisure time?
Cosmetology and Beauty Culture:	This is an art to be entered into with seriousness. The concept of beauty is ever-changing - what has cosmetology to do with it?
Business and Secretarial Careers:	There are many ways to get a business or secretarial education. Six months? A year? Two years? Four years? Which one is more suitable to you. What up-to-date appitude for machines is required of the modern secretarial student?

Social Work Agencies and School Social Work:	How can you separate a do-gooder from a person who cares? The social worker has gotten out from behind the desk and moved into the streets. Have you an ability to work with people successfully?

There is no question that each of us has a talent. The important thing is that we learn to recognize the talents that are unique to us and accept the responsibility to work as hard as is required in order to attain success in a field of our own choice. We sincerely hope that this symposium provides opportunity for you to explore your interest, talents, and abilities in light of occupations presented by our group leaders.

The Girl Scout Councils have acknowledged that they will work with any group of girls interested in pursuing particular interests and will arrange for tours of business and educational facilities, wherever there is evidence of this kind of interest.

Middlesex County College has been pleased to work with the committee members and will be available for any kind of help it can give.

U. S. DEPARTMENT OF LABOR
Women's Bureau
Washington, D.C. 20210

FACT SHEET ON CHANGING PATTERNS OF WOMEN'S LIVES

A revolution is occurring today in the life patterns of women and girls. The young girl today can anticipate a very different way of life from that of her grandmother and even her mother. The components of this vast change include:

When the grandmothers of today's teenagers were born in about 1900, the life expectancy of a girl baby was 48 years;

In 1920 when many mothers of today's teenagers were born, it was 55 years; in 1964 it was 74 years!

In 1920 only 20 percent of 17 year-old girls graduated from high school; in 1965, 74 percent.

In 1920 only 2 percent of 21 year-old women graduated from college; in 1965, 16 percent.

In 1920 only 23 percent of all women aged 14 years and over were in the labor force; in 1966, 39 percent.

In 1920 the average woman worker was single and 28 years of age. Today the average woman worker is married and 41 years old.

About half of today's women marry by age 21 and have their last child at about age 30; by the time her youngest child is in school, a mother may have 30 or 35 more years of active life before her.

Today we have 28 million women in the labor force; by 1980 there will probably be more than 36 million. More than 1 out of every 3 workers are women; almost 3 out of 5 working women are married and living with their husbands.

Laborsaving household equipment and prepared foods shorten the time required for domestic chores.

The need for increased family income to help meet the higher costs of educating children, health care, and the wider variety of goods and services considered essential to the American standard of living also leads more and more women to seek paid employment.

Increasingly women are seeking the right to choose how they will make their contribution to their family and their community.

Girls in their early teens need considerable help to enable them to approach positively the various roles they may play during their lifetime. Only as new realities are anticipated early and prepared for, will girls be able to realize their fullest potential.

March 1967

Labor D.C. (WB 67-242)

JOBS PRIMARILY DEALING WITH PEOPLE OR ANIMALS

Educational Level: High School or Less

Ballroom Dance Teachers
Bookstore Clerks
Cashiers
Clothing Store Salespeople
Credit Clerks
Credit Collectors
Department Store Salespeople
Drugstore Clerks
Elevator Operators
Grocery Checkers
Hospital Attendants
House-to-House Salespeople
Local Bus Drivers
Market Research Interviewers
Models
Receptionists
Sight-Seeing Guides
Taxi Drivers
Telephone Operators
Typists and Stenographers
Waitresses

Educational Level: High School plus Special Training

Airline Stewardesses
Airline Traffic Agents
Anesthetists
*Bank Tellers
Beauticians
Caterers
Comparison Shoppers
*Dental Assistants
Dental Hygienists
Detectives
Employment Agency Interviewers
Executive Housekeepers
Foreign Service Clerical Workers
Funeral Directors
Hotel Managers
Hotel Room Clerks
Insurance Adjusters
*Insurance Agents
Legal Secretaries
Licensed Practical Nurses
Medical Assistants
Policewomen
Public Health Nurses
Radio & Television Announcers
*Real Estate Agents
*Registered Professional Nurses
Saleswomen
*Secretaries
Service Representatives for Telephone Companies
*Store Buyers
Store Managers
Travel Agents

Educational Level: College Graduation or Graduate School

Bank Officers
City Managers
Clinical Psychologists
Dietitians
Guidance Counselors
Home Economists
Hospital Administrators
Industrial Hygienists
Kindergarten and Nursery School Teachers
Librarians
Occupational Therapists
Optometrists
Personnel Workers
Pharmacists
Physical Education Teachers

JOBS PRIMARILY DEALING WITH PEOPLE OR ANIMALS

Physical Therapists
Physicians
Probation Officers
Psychiatric Social Workers
Psychiatrists
Public Relations Workers
Recreation Workers
School Principals
Social Workers
Speech and Hearing Clinicians
Surgeons
Teachers
Teachers of Exceptional Children
Veterinarians
Wildlife Managers

JOBS PRIMARILY DEALING WITH THINGS

Educational Level: High School or Less

Bank Clerks
*Bookkeepers
*Bookkeeping Machine Operators
*Data-Processing Machine Operators
Dry-Cleaning Workers
*File Clerks
Hotel Maids
Household Workers
*Insurance Clerks
*Key Punch Operators
Laundry Workers
Letter Carriers
Postal Clerks
Sewing Machine Operators
*Shipping Clerks
Short-Order Cooks
*Stock Clerks
Upholsterers

Educational Level: High School plus Special Training

Bakers
*Chemical Technicians
Cooks and Chefs
*Dental Technicians
*Draftsmen
Electricians
*Electronic Technicians
Engineering Technicians
Florists
Jewelers
*Medical Record Librarians
*Medical Technologists
Nurserymen
Optical Mechanics
Opticians
Patternmakers
Photoengravers
*Programmers
*Real Estate Appraisers
Shorthand Reporters
Switchboard Operators
Tree Surgeons
Watch Repairmen
*X-Ray Technicians

Educational Level: College Graduation or Graduate School

*Accountants
*Chemical Engineers
*Civil Engineers
Dairy Technologists
*Electrical Engineers
Food Technologists
Foresters
Geologists
Horticulturists
Industrial Engineers
*Mechanical Engineers
Surveyors
*Systems Analysts

*Indicates classes presently offered at Middlesex County College or are in the planning stage. All classes are offered full-time day school and in the Evening Extension Division.

JOBS PRIMARILY DEALING WITH IDEAS

Educational Level: High School plus Special Training

Actors and Actresses
Artists
Cartoonists
Commercial Artists
Commercial Photographers
Composers and Arrangers
Dance Teachers
Dancers
Display Workers
Dressmakers
Fashion Designers
Free-Lance Writers
Furniture Designers
Instrumental Music Teachers
Instrumentalists in Classical Music
Instrumentalists in Popular Music
Interior Decorators
Literary Agents
Make-up Artists
Milliners
News Cameramen
News Photographers
Opera and Concert Singers
Portrait Photographers
Singers in Popular Music
Singing Teachers
Special Effects Technicians
Stage Designers

Educational Level: College Graduation or Graduate School

Actuaries
Advertising Copywriters
Anthropologists
Archaeologists
Architects
Astronomers
Biochemists
Biological Scientists
Book Editors
Chemists
City Planners
College Admissions Directors
College Teachers
Criminologists
Economists
Experimental Psychologists
FBI Agents
Foreign Correspondents
Geographers
Industrial Designers
Landscape Architects
Lawyers
Magazine Editors
Mathematicians
Medical Illustrators
Meteorologists
Microbiologists
Museum Curators
Music Librarians
Newspaper Editors
Newspaper Reporters
Oceanographers
Physicists
Sociologists
Soil Conservationists
Special Librarians
Statisticians
Technical Writers
Theatrical Directors
Traffic Engineers
Translators and Interpreters

FACULTY-STAFF Newsletter

Edison, New Jersey

Published by The Community Services Department

Volume I, Number V

ON MY HONOR

The Girl Scout Symposium will be held on campus January 27th. This symposium is jointly sponsored by the Girl Scouts of the Raritan Valley Council and the Crossroads Council, and the County College, through its Talent Search Program.

Officials for this event indicate that the symposium's main purpose will be to point out job opportunities for women today and in the future.

Careers available for women in Business Education, Nursing, Science, Home Economics, Banking, Social Work and the Peace Corps, will be some of the subjects covered during this full-day program. It is hoped that senior girl scouts will obtain benefit from this sumposium which will present a full array of outstanding women from business and industry. The program will be broken down into a morning panel discussion and afternoon workshop sessions dealing in many career areas.

Committee members include our Talent Search Coordinator, Ruth Samsel.

A MESSAGE FROM THE EDITOR

A very Happy New Year to all our readers! The entire staff of "Senior Scribbles" wishes all our felow Scouts happiness , health---in short, the very best of everything in 1968!

Seems hard to believe 1968 is already here, doesn't it? Most of you seniors are already llooking ahead toward graduation in June. Many of you already have definite ideas as to your plans after graduation, while some of you, including juniors and sophomores, may still not have "found" yourself---perhaps you're still looking into your future after high school. But whatever you've decided, ALL of you-- sooner or later---are going to have to take that big step---- graduation----into your adult life. Along with your adult life will go lots of decisions---the most important, of course, the decision of which career you plan to follow.

"Career"---you've heard that word over and over again 'til it's probably lost its real meaning for you. What is a career? Well, it's an expression of your goals, what you hope to attain in life. But what are your goals? You---Y-O-U---are the only one who can decide that! It's up to you to determine what field interests you most, and then to choose a job which will grant you the opportunity to develop and enhance your interests while you earn your living. THAT is a career!

The choice of careers open to women today is vast. There is hardly a field that has not been invaded by "The weaker sex" as so many courageous and determined women have proven. It's only been in recent years that this has become true, however. Think how lucky you are---you, the young woman of today, destined to be the leader of tomorrow! But each of us needs guidance and advice to show us that world of opportunities. Today more than ever before, each of us will have opportunities opened to us never envisioned by our mothers or grandmothers. Women are coming forth to take their place among the men of the world.

This is why the Senior Planning Board, our troop representatives, and our adult advisors have been working so dilligently to co-ordinate the Career Symposium, to be held on Saturday, January 27, 1968, at the Middlesex County College, Woodbridge Ave. , Edison, from 9:30 a.m. to 4:30 p. m. The Career Symposium will have a message for all of you. Featured will be keynote speakers and discussion groups to give you new insight into changing trends in career fields today, as well as new careers which may be opened up in the future by these fields.

If you are perhaps still uncertain of your goals, the symposium, by helping you to explore yourself, your talents, and your interests, may be a big help in "narrowing down" the field of careers you may want to pursue. If you already have a particular career in mind, the symposium may help you to see that career in a better perspective: how demanding it may be upon the woman of tomorrow, and what sort of a future it will offer you.

Here is your chance to help plan your life to keep up with a changing world. Let's get behind the Planning Board 100 % to make the Career Symposium a success---because by doing so, each of us will be helping to make his own future a success.

HMC

ADDENDUM C

CAREER PRESENTATION DIALOGUES

Middlesex County College

EDISON, NEW JERSEY 08817 (201) 548-6000

November 10, 1967

Dear

I thought you might be interested in knowing the state of affairs of the Talent Search Project this fall. As you know, the project terminates on January 31, 1968. However, we plan to resubmit a proposal to the Federal Government to continue it in some manner because we have realized significant and positive results.

The first two phases of the Talent Search Project were completed last year. This included the industrial visits, and the high school contacts I made through the Guidance Departments. The third and final phase is a culmination of both of these to some degree. I am responsible for the development of a slide-tape presentation of each of the six career-oriented fields offered at Middlesex County College. As you know, they are: Chemical Technology, Electrical Technology, Laboratory Technology, Nurse Education, Business Education, and Secretarial Science. This presentation will be a composite of industrial, campus, and student slides depicting the respective careers. Sometime during the spring, they will be available to you on loan. I see them being used specifically with small groups of students who have indicated an interest with that particular career area. If the slides continue to stir the imagination of the students, I would then suggest a campus visit to see the slides and discuss the particular program.

I wish there were some way to convey to you the excitement and various methods described by the fifty-three Talent Search Project Directors who participated in the national effort to identify talented youth. I met with this group over a September week-end in Washington, D. C. The group was composed of very responsible men and women from large universities, Community Action Programs, coordinated education/community projects, and most frequently, the programs were coordinated in the educational institution. The major concern of the conference was not the "how to" to motivate the student, which is illusive enough, but to find ways to educate him to believe that achievement is the result of very basic irrevocable conditions and attitudes.

Those of you who recommended students who were eventually admitted to Middlesex County College because of this program may want to know about the progress of your students. Call me or drop me a note and I will gladly look into it. I generally keep an eye out for them on campus. If any are in difficulty, I have not been aware of it to date.

Thank you for your continued interest in the Talent Search Project.

Sincerely yours,

Ruth L. Samsel, Counselor
Talent Search Program

ih

BUSINESS EDUCATION

CAREER PRESENTATION

(1) This Career Presentation has been made particularly for young men and women who are interested in exploring the exciting career of business education as offered at Middlesex County College. (2) It is one of six presentations prepared as an outgrowth of the Talent Search Program conducted at Middlesex County College in cooperation with the U. S. Office of Education under the Higher Education Act of 1965. (3) The purpose of the Talent Search Program was to:

1) help identify talented but financially needy youth at the high school level;

2) encourage them to continue their education; and

3) to provide them with information regarding sources of financial aid.

(4) In order to help the students solve some of the dilemma of occupational choice, six Career Presentations were prepared based on the two-year, career-oriented programs offered at Middlesex County College. This one is on Business Education. It carries with it an opportunity to major in either Accounting or Marketing the second year. The others are in: Secretarial Science, Laboratory Technology, Electrical Technology, Chemical Technology and Nurse Education. Liberal Arts and Engineering Science are available for students who are baccalaureate degree candidates.

(5) To enter the program at Middlesex, a student must have a minimum of two years of mathematics and two years of science for the business curriculum. Naturally, you can be sure that those who have other college preparatory courses are better prepared and have more confidence to do college level work.

All business students take the same first year courses. Let's take a look at them.

Principles of Accounting I
Business Organization and Management
Business Mathematics
Introduction to Data Processing _or_ Typing

The last three courses: Communication Skills I, Physical Education, and Social Science are not business courses. In the second term, the business courses are:

Principles of Accounting II
Data Processing II or Typing
Business Law

Again, you will take Communication Skills, Health, Psychology and the fine arts elective of art, drama, or music for the purpose of gaining a broader concept of society because as a business person, you will be expected to have an overall appreciation of the culture as well as the knowledge of business problems.

Now let us take a look at these first year courses in some depth. What should you know about the courses? First, the Principles of Accounting I. (6) You should know that accountants compile, analyze, and prepare such business and financial records as Profit and Loss Statements, Balance Sheets, Cost studies, and tax reports. You will learn the principles that underlie these functions in the first course, Accounting I.

(7) An accountant will probably start his professional career working in an office such as this and could be engaged in auditing, tax work, cost accounting, budgeting, or control. Accountants must be able to manipulate numbers and appreciate and practice neatness.

(8) Students study business organization and management to understand basic principles, policies, problems, and the successful methods of business organization and management.

(9) The student studies the differences between sole proprietorship, partnership, and a corporation, and he finds ways to solve problems which confront such enterprises.

(10) In business mathematics, you will learn arithmetic used in banking, - with regard to interest and bank discounts. You will be concerned about insurance, how taxes are levied and what the problems are in retail financing.

(11) If typing has been successfully completed in high school, the student enrolls in (12) the Introduction to Data Processing in which he learns the mechanics and card punch manipulations of the electronic unit.

(13) The student will learn Fortran IV computer language.

(14) Business Law is the only other business course required the first year. Many students prepare their work in the library. Students find that Business Law is not only helpful in their business career but is one of their most valuable courses in preparation for legal problems that they may encounter any time, any place in later life.

The course does not pretend to make a lawyer of a student but does succeed in imparting enough of the basic principles so that he may recognize the legal implications in whatever he might be doing.

The course itself over a year includes the substantive law of contracts, agency, partnerships, corporations, property, both real and personal, sales, and commercial paper (what most people call checks and negotiable instruments).

(15) Communication Skills, Social Science, and Psychology have been made requirements in the business curriculum at Middlesex because of responsibilities placed on people in business. Educated business people are expected to be able to write and speak clearly. They are expected to be able to spell and punctuate so that communication is not garbled. (16) It is important that students in business learn to work with each other. Therefore, a survey course is given to help students understand the behavioral differences in human beings. Consideration is given to differences in personality, emotions, learning abilities, intelligence, and how different people solve problems.

(17) Bowling is one of the elective courses that may be chosen to satisfy the requirement of the Physical Education curriculum. Every student must take two semesters of Physical Education and may choose from among the following: bowling, (18) badminton, (19) golf, (20) archery. (21) The boys may enjoy being on the intercollegiate basketball team, or (22) weight lifting, (23) while the girls may choose modern dance or (24) body building.

(25) The second semester Principles of Accounting II is a sequential course -- students continue their work in depth. The course includes accounting for partnerships and corporations.

(26) Students who have not had typing take it the second semester.

(27) Those who have completed typing continue in the data processing course.

(28) All career-oriented students take Communication Skills which is an English class but more than that, it is concerned that a student can speak and write clearly to communicate a logical thought. Students in this class gain poise and a verbal ability by practising in front of the class.

(29) The Social Science and Psychology courses are lecture classes that broaden the students interest in dealing with people.

(30) Health is a requirement in the second semester. It is a coeducational class and is concerned about problems of family planning, drugs, alcohol, and other topics that concern our students.

(31) Students may elect to study art and art history.

(32) They may elect drama and join the college dramatic group.

(33) The second year is the time you major. You must decide whether you are more interested in the field of accounting or marketing.

If you choose accounting your third semester courses are: Intermediate Accounting, Accounting Systems and Procedures I, Automated Accounting, Business Law, and Economics I, plus the non-business courses in Literature or Science plus Physical Education.

The Fourth term concentrates in more depth in Cost Accounting, Systems II, Tax Accounting, Business Orientation, Economics II, and again, your electives.

(34) Accounting Systems and Procedures is a course which provides the student with an understanding of how an accounting system operates plus provides for the student being able to analyze accounting systems, improve them, and even design and install new ones.

Automated Accounting is integrated with the Accounting Systems and Procedures course.

(35) In the Automated Accounting course, you are taught the principles, functions, and operation of equipment used in automated systems. This begins with something as simple as check writing by hand on a peg board to (36) such equipment as this National Cash Register machine on which you learn to do accounts payable, accounts receivable, and payrolls. (37) to unit record equipment such as the IBM 402 which is a tabulator.

(38) In the fourth semester, the Accounting major pursues Cost Accounting in which he learns to keep cost records and tax accounting in which he studies the Federal Income Tax regulations and how those regulations apply to making out the Income Tax return.

(39) The natural science course is designed for the laymen who must live in a science-oriented world. This survey course helps the student broaden his understanding of the world around him in terms of the study of the living organism from plants to man and in chemistry, physics, and astronomy.

(40) An accountant is oriented to deal with numbers in some way or another.

The graduate of Middlesex County College with the two year Associate of Applied Science degree would seek employment in any company, business, or organization as a junior accountant, (41) as a bookkeeper, as an assistant office manager, (42) a junior auditor, junior cost accountant, as an assistant to the credit manager, a tax examiner, or (44) bank teller.

(44) Now let us discuss the marketing major. First, the courses you would take the second year are Business Law, Economics, Marketing I, Advertising. Your Liberal Arts courses are Physical Education, Natural Science, Literature, and fine arts elective as we discussed before.

The last term, the student becomes deeply involved with Business Orientation, Economics, Marketing, Retailing, and finally, the Marketing Management Seminar course.

(45) Marketing is described as one of the four principles that govern all businesses. It includes public relations, salesmanship, sales management, advertising, and business letters and communication. The other three principles of all business are Accounting, which we discussed, plus finance and production, which are only taught incidentally at Middlesex. The field of marketing requires a very different kind of person than one who considers accounting as a major or who expresses interest in the financial aspects of business.

The marketing concept begins at the point where the manufacturer wants to produce a product.

(46) Market research analysts study the needs of all of us--the consumer group--by charting products, distribution costs, and consumption. It is at this level that the decision is made to manufacture a product.

(47) Business Law II is a sequential course and is just as useful to a marketing major as we discussed relative to the accounting major.

(48) Marketing I and II presents a survey of all marketing functions which include: buying and selling as stressed in retailing which a student takes in the fourth semester. This teaches him pricing techniques, inventory systems, purchasing and consumer trends in buying.

(49) Marketing includes the transportation of goods from place to place and

(50) is concerned about product storage.

(51) Marketing majors should understand and know how to construct a control board which systematizes the even flow of materials from the producer to the consumer. All students are expected to know the use and purpose of simple or complex control boards.

(52) Principles of Economics I and II are lecture courses in which national income, employment and distribution of income are discussed by case study method with the use of the overhead projector so that all students have the opportunity to analyze each case.

(53) Principles of Retailing was discussed previously in terms of pricing but displays are every bit as important to persuading the consumer to buy.

(54) It may be a showcase display of gimmicks, or enormous exaggerations.

(55) It may be as common as a bookstand or as

(56) colorful as a rug display.

Whatever product or gimmick used, the student learns to do it tastefully.

(57) Advertising presents another large aspect of the marketing process that students spend a good deal of time on.

This billboard represents one of the mediums used in the advertising field.

(58) Radio and TV serve as advertising outlets in the process of communication.

(59) Even the sides of trucks advertise their content to countless numbers of people as they move across our highways.

(60) This slide was taken in the yearbook office and represents the enormous amount of advertising layout that is done in all newspapers, magazines, and trade journals by those who seek to sell a product.

(61) Space, color, lighting, simplicity, and product all deserve attention in the field of advertising.

(62) Students should become acquainted with equipment that will enhance the marketing of products and one should know the limits of film and film making.

(63) The student should learn the function and limitation of using 35mm slides as opposed to the 8 and 16mm movie camera, the use of photographic equipment and other audio visual aids.

(64) Young men and women have as many exciting opportunities for employment in marketing as they have in any career in modern society because it touches every business and can utilize every human talent and resource.

(65) As a prospective business student, you are no doubt concerned about the cost of the two-year program at Middlesex County College.

It has been estimated to cost $1,300 for one year of study. This includes both college and personal expenses. Note the low $300 tuition charge. This is because the state and county share in educational expenses. How can you pay for this?

(66) In some cases, parents have been able to save and/or borrow to send students to college. Others have found it impossible to do other than meet immediate expenses. In either case, you should be aware of the financial aids available through federal, state, and local sources.

A word about these.

A grant is an outright amount of money given to a student with no expectation of repayment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the federal funds available through the College. Students who receive N. J. State Scholarships may use them to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

Loans, on the other hand, are monies which can be borrowed without payment or interest until the student completes his studies. At that time, repayment with small interest begins and may be continued over a ten-year period of time. The National Defense Student Loan and the Nursing Student Loan are federal funds available through the College. The New Jersey Higher Education Assistance Authority is a loan which may be obtained through your local bank.

The College Work-Study Program helps those students who must earn funds while at college. This is a campus program. Many of the jobs are related to the work a student intends to do at a later date. You may obtain further information on the availability of these monies through your Guidance Department or through the Financial Aids Office at the College. Middlesex County College has sent financial posters and brochures to your school for your convenience.

(67) Evidently you have reached a point in your life where it is important to you to choose an occupational goal and, obviously, you are thinking about the field of business at Middlesex County College. With what information you have received thus far, you should ask yourself at least two more questions before making application to the business curriculum.

1. What kind of college facilities are there and
2. What extra-curricular activities are available to the students?

(68) There is a new library.

(69) With individual study carrels.

(70) Main Hall is the new academic science building that houses laboratories and the business suite areas.

(71) Raritan Hall is the classroom building and has the

(72) Cafeteria

(73) and Computer Center for the College.

(74) The College Union is the students' building on campus. It (75) provides students with meeting space and recreational opportunities. (76)

(77) East Hall has a snack bar and

(78) The College Bookstore.

(79) Students have the opportunity while on campus to participate in student government,

(80) write for Quo Vadis, the College neswpaper and

(81) serve on the yearbook staff.

(82) We sincerely hope that we have been able to help you evaluate your special interests and talents with regard to the field of Business Education. We are confident that with the initial investment of approximately $2,600 a student will find an enriched opportunity in later life both financially and culturally.

(83) If you have questions, please contact your high school guidance counselor or call the Admissions Department at Middlesex County College.

(84) This has been a Talent Search Career Presentation.

NOTE: Numbers in parentheses indicate change of slide.

CHEMICAL TECHNOLOGY CAREER PRESENTATION

*Congratulations to those of you who are seriously considering a career in Chemical Technology. *Evidently you have reached a point in life at which a choice of careers is becoming important, and obviously you are in the process of investigation. We will try to give you as much help as possible in your search by introducing you to the course offered at Middlesex County College. *First, you know that Middlesex County College is a two-year, publicly supported, coeducational college.

You know that Chemical Technology, along with five other careers, plus Liberal Arts and Engineering Science, are available at the College. *We have put these careers into a technological context when we ask if your talent has the atomic weight that would be successful in one of our programs.

Our career-oriented curriculums are in Business, with the accountint and marketing options, in Secretarial Science, Nurse Education, and in the highly specialized Chemical, Electrical, and Laboratory technologies. These curriculums were originally planned jointly by the businessmen, industrialists, and medical personnel educators of our County.

The graduate of Middlesex County College earns an Associate of Applied Science Degree and enters the work world as a chemical engineering technician. *This half-theory, half-skill slide represents the modern concept for preparation of employees in this technological society. The craftsman on one end scale is exceptionally skillful in performing his functions. The P.H.D. engineer and scientist are exceptionally well prepared as theoreticians who conceive the problem design.

The technician in the middle generally called the engineering technician or, in this case, the chemical engineering technician will be prepared to understand the theoretical problems of the engineer and chemist and be capable of implementing the problem practically.

As a student interested in defining the differences between these occupations,*you should know that a PhD Degree is the result of upwards of eight years of college study. Chemists as a rule have had four to six years formal education. They are theoretically oriented. *The technician who is equipped by the half-theory, half-skill method is the doer. He knows the problem, theoretically, though he may not have initiated it, and he knows how to set up his equipment to run the tests which will answer the problem.

Have you ever wondered what the difference would be if you worked as a technician in research, as opposed to working in the development of a product? Or did you know there was a difference? If not, this may be the beginning of some new thinking for you.

*New Jersey ranks No. 1 in the United States in the number and variety of pharmaceutical and chemical industries. Therefore, that means we have more possible job placement opportunities in research and development laboratories and in quality control laboratories than in any other state in the nation.

*Your future in this field, in this state, is secure. For every chemical engineer and chemist, three to seven technicians are required.

*As a research technician, your responsibility would be to understand fundamental principles and laws underlying chemical reactions, states of matter, solutions, acids, bases, oxidation-reduction techniques, ionization, and electrolysis. This is taught in General Chemistry your first term.

*In qualitative analysis, you will learn to identify the substance. This is taught the first year at Middlesex County College, in General Chemistry. By the time you are required to perform such operations, you will have begun it in high school, pursued it in depth in college and are perfectly capable of performing the operation.

*In quantitative analysis, you will determine the amount and proportion of constituents in a given substance. The bench technician is concerned with small scale processes that must be performed before the decision is made to go into a wholesale production. It is at the bench that a company can determine whether their product should be made. All companies are in business for a profit, of course. *If the experimentation indicates that it is economically feasible, then the pilot plant such as is shown here, is built. The chemical engineering technician who works in the pilot plant will probably work for a chemical engineer and be in the development division of the company. The pilot plant is built to the same scale used at the bench but, of course, uses larger quantities of materials.

*At this point, you should ask yourself if you basically enjoy doing a thing. Are you temperamentally suited to study intensively for two years in courses that include the following: Chemical Calculations, General Chemistry, *Algebra, Trigonometry, *Physics, Qualitative Analysis, *Digital Computation; and where you learn the history of computers and the Fortran IV computer language? Emphasis in this course is on computing systems. This is the magnetic disk pack in which information is stored. These courses are required the first (18) year, plus the all important communication skills course that prepares you for communicating and sharing your findings in an acceptable and logical manner with your colleagues. The ability to get your thoughts over to others without being misinterpreted is extremely important. So then, English, both written and spoken is important, isn't it? Technical graphics prepare you for reading and constructing graphs, charts, and tables. Again, preparing you to communicate intelligently. These are all tools of the chemical trade. *Opportunities to present research papers on your own projects and findings will arise at the annual meeting of the American Chemical Society of which you may become a member.

*The second year deepens your understanding in the major subjects and introduces you to quantitative analysis, organic chemistry, and *unit operations where a student begins his experience of working with the large equipment normally used in pilot plants. *The economic and social science courses help students round out a concern for the world around them and helps them to be successful in understanding others as well as their profession. *As you proceed to evaluate your interests and talents for this field, you must be concerned that you have proper high school courses so that it is appropriate to ask about that and also about the college requirements.

The high school requirements for such a program are Chemistry and mathematics, through Algebra. Additional courses that promote an understanding of your math and science assures you a more successful experience in college work. If you know you need remedial help in these courses or if your schedule needs an adjustment to include them, you should act immediately. The College offers Chemistry and Algebra in summer school and this may be something you need to assure yourself that you can do college level work.

*The annual cost of attending Middlesex County College is estimated to be $1,300. This includes college and personal costs. Tuition is low because of the support given by the County and the State. A student can do it for less if he is keenly aware of cutting corners.

Now, how can you finance your education? Some of your parents will have saved all or part of your college costs over the years, and they may plan to make a personal loan from the bank as well. Some parents have been unable to save for other than immediate needs so the student may have no resources to draw from.

*Study the financial aids poster and brochures that Middlesex County College has sent to your guidance office and library. They will help you locate several sources of financial aid available through federal, state, and local institutions, and will also tell you how and when to apply for grants, loans, and scholarship.

A grant is an outright amount of money given to a student with no expectation of re-payment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the federal funds available at the College. Students who receive N. J. State Scholarships may use it to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

Loans, on the other hand, are monies which can be borrowed without payment or interest until the student completes his studies. At that time, repayment with small interest begins and may be continued over a ten-year period of time. The National Defense Student Loan and the Nursing Student Loan are federal funds again available through the College. The New Jersey Higher Education Authority is a loan which may be obtained through your local bank.

The College Work-Study Program helps those students who must earn funds while at College. Many of these jobs are related to the work a student intends to do at a later date. You may obtain further information on the availability of these monies through your Guidance Department or through the Financial Aids Office at the College.

*At this juncture in our discussion, you should have at least two more questions:

1. What is it like to be a commuting student to Middlesex County College and,

2. *If this field is open to both men and women, what exact job openings are there in the field?

*If you are admitted to Middlesex County College, you join the fastest growing community college in the State. It was at one time a military installation. It has become a buzzing collegiate campus within two years. It is located off Woodbridge Avenue in Edison. *Raritan Hall is now the classroom building, it*houses the cafeteria, and *computer center; *the college union building which provides the students a lounge and a *recreation area; the *East Hall has the snack bar and *bookstore. There *is a new library, *Main Hall is the new academic-science building, and *there is a new physical education building.

Extra curricular involvement is as important to the making of a person as is the academic achievement.

*You will have the opportunity to: decide on student government and policy; *work on the newspaper and *yearbook staff; *be on an inter-collegiate team; *learn to bowl; and *you may enjoy learning something about art, or *drama.

*Part of your preparation for full-time employment is the work in industry that you do during the summer between your freshman and senior year. You may have the opportunity to earn between $400-$500 per month for July and August. This would help considerably toward your college costs.

*You will eventually want to consult with your advisor about openings which you would be considering as a two-year Associate of Applied Science degree graduate. Large corporations have several divisions or departments which can use the skills and education you will receive at Middlesex.

*If you went into Marketing, - you would be involved in the sales aspects, where a knowledge of chemistry and the chemical terminology would make you invaluable to both your company and to the buyer.

*In Manufacturing, - you would be qualified for the production work. You saw the pilot plant slide indicating the plant which was built after adequate testing had been done at the bench. In order for an industry to go into manufacturing, they build a full manufacturing plant to the scale of the pilot plant. A Chemical Engineering Technician is knowledgeable in the use of instruments and procedures that make it possible to purchase raw materials for the manufacturing process. This is a highly critical job for the survival and profit of any company. The technician understands the use of the materials, the importance of proper specifications, and the possibilities of substituting cheaper materials.

*We discussed the quality control laboratories where you might work with glassware which will be a familiar instrumentation by then, or you may work *with quantitative analysis under controlled experimental conditions where you carefully measure, weigh, analyze, and evaluate results. You may work with a glass enclosed scale which prohibits even the changing air currents in the room from altering measurements*or you may work with electronic equipment which measures reactions under pressure,*you may be expected to read measurements from a graph, or *from the gauges under gas pressure. Regardless of the method, *the chemical engineering technician must know how to set up the experiment, solve the problem, and recommend further action.

*In a pharmaceutical industry, you have a chemical substance to work with. You have soap, perfume, detergents, and tooth paste. Of course, you listen to the commercials. You know that such and such a product is better than Brand X. Why? Because a chemical engineering technician has put in many hours making certain that the product meets federal specifications. This is quality control.

*This photographic magnifier helps the technician visually observe results of a certain detergent on a piece of skin; and *here a minute particle may mean the difference of the use of one ingredient over another.

*In the petroleum industry, a Chemical Engineering Technician may be the outdoor man who daily collects a sample of gas which is under extremely high pressure and he *returns it to the laboratory where another technician *analyzes it for its octane content and its impurities. *Another technician tests it for its potential mileage in an automobile motor in back of the shop.

*The opportunities for young people in this field are as numerous and different as in any career on the American scene because of the vast number of different industries that must employ Chemical Engineering Technicians.

*Chemical Engineering Technicians will find employment in the sales, personnel, safety, public relations, and in the technical writing fields, *and they will find employment as research librarians and in quality control and research and development laboratories.

*This presentation has been made possible by the Talent Search Program which was conducted through the cooperative efforts of Middlesex County College and the U. S. Office of Education under the Higher Education Act of 1965.

*The purposes of the Talent Search Program were:

1. To identify talented but financially needy youth at the high school level.

2. To encourage them to continue their education beyond high school.

3. To provide them with information regarding sources of financial aid.

*We sincerely hope that we have been able to help you assess your talents and interests with regard to a career in Chemical Technology.

*This has been a Talent Search Career Presentation.

NOTE: Each asterisk indicates a change of slide.

ELECTRICAL TECHNOLOGY

CAREER PRESENTATION

(1) This presentation has been made possible through the Talent Search Program which was sponsored by Middlesex County College and the U. S. Office of Education under the Higher Education Act of 1965.

(2) The purposes of the Talent Search Program were:

1. To identify talented but financially needy youth,
2. To encourage them to continue their education beyond high school,
3. To provide them with information regarding sources of financial aid at the federal, state, and local level.

(3) It became apparent that students had a great interest in the career-oriented programs offered at Middlesex County College. (4) This Career Presentation was made specifically for those interested in exploring the field of Electrical Technology.

(5) This slide will give you some indication of the kind of courses you should take in high school in order to be considered for admission. Physics and mathematics through Intermediate Algebra are necessary. Additional mathematics and science are important for anyone interested in the technological fields.

In the first term, Communication Skills and Health are the only subjects not directly related to your field of study. Communication Skills II in the second term is a continuation course. In the third and fourth semesters, Physical Education, your choice of either Psychology or Social Science, General Economics and your last elective are the only courses not directly related to electronics. Let us take a look at the requirements in more depth. The first year, (6) you will take Communication Skills to improve your ability to verbalize your feelings, thoughts, and your ideas. (7) You will learn through writing technical reports how to communicate your findings to others. Your scientific vocabulary will grow as you become familiar with the terminology of the profession.

(8) Neither the Social Science nor the Economics course are directly related to electronic study, but both of them are designed to help you understand the social world around you and give you the breadth of understanding that educated people are expected to possess. (9) Circuits I is the first electrical course that you will have. An electrical engineering technician learns the fundamental theory of electricity in regard to both the AC and DC current. You will learn to draw symbolic diagrams for currents.

(10) In Introduction to Digital Computation, you will investigate and trace the history of computers. You will learn Fortran IV computer language. (11) This is an example of the magnetic disc pack which stores information in the computer.

(12) Technical Graphics is a course that teaches students to work with engineering drawings and charts. They learn lettering and linework. Graphics is a required laboratory for all electrical engineering technicians so that they learn to communicate graphically.

(13) The course in College Algebra and Trigonomptry is a continuation of the high school Algebra. It is a fundamental tool that is abstract but students must become familiar with algebraic symbols as they relate to logarithmic functions and solutions of equations. Those who have not mastered this thinking may be in difficulty in this curriculum.

(14) Basic concepts of physics relative to the conservation of energy are developed and applied to the concepts and principles of heat and pressure. At all times a student will be taught the practical application of the subject matter. He will learn by what we call the hands-on method. This means that he learns practically by doing as well as by studying about a thing.

(15) Circuits II is a continuation to Circuits I and the student learns about alternating current circuits and transformers.

(16) In Electronics I, you will learn the operating characteristics of devices such as transistors, diodes, and vacuum tubes. (17) In the second year of Electronics II, the student takes the devices discussed in Electronics I and applies them to electronic circuits such as amplifiers and oscillators. (18) He learns to draw the common emitter amplifier. He will learn how to analyze and design both low and high frequency transistor circuits.

(19) Manufacturing Processes I and II teaches the student the manufacturing and assembly techniques and skills he will need. First by learning layout, then by learning the bonding methods in printed circuit boards. Electrochemical etching and photolithographic methods of manufacturing modern integrated circuit devices are also discussed.

(20) The course called electro-magnetic devices introduces the student to magnetic amplifiers which are found in automatic control systems and to the characteristics and principles of operation in such devices as AC or DC motors found in refrigerators, washing machines, and other equipment.

(21) Unified Calculus is designed to provide students with the basis of calculus and to teach them the mathematical methods that will help them solve physical problems related to tangents to a curve, volumes,

logarithmic functions and angles of slopes.

(22) Electronics II is concerned with analysis and design of transistors, circuits including low and high frequency amplifiers that are found in Hi Fi and TV sets and (23) the pulse circuits as found in the oscilloscope.

(24) Now that you understand the type of courses you will be expected to complete, you no doubt have a number of questions. One should be "How do I know if I would like this technical occupation?" Well, begin by asking yourself if you basically understand mathematics and science. (25) Are your interests predominantly centered in the doing of things? Do you enjoy working with your (26) hands? Have you had a chance to study electricity? (27) Do you enjoy design and analysis? Would you enjoy solving problems with a slide rule? These are skills which are not altogether natural skills to everyone as you know. Students who have an interest in and an aptitude for the field of electrical technology should look at his past achievements as well as his hobbies. He should consider the kind of satisfaction he has experienced in working through and solving an abstract problem. (29) And then, a student should evaluate what his academic ability is. Do you have the temperament to enter a course that will be a concentrated two-year program?

(30) You should also ask yourself what difference exists between the Electronic Engineer and the Electrical Engineering Technician. Principally the difference is that the engineer has studied from four to ten years. His responsibility is largely theoretical in that he designs the project. (31) Technicians, on the other hand, require a minimum of two years formal education and practically builds the engineer's design, he evaluates its performance and makes necessary modifications. An engineer often employs from five to seven technicians to carry out the task of building and testing the design.

(32) Another question that a young person should ask before making application to a curriculum is what kind of job opportunities will there be? This slide indicates that by 1970, 20% of our population will be employed in the semi-professional and technical job categories, and will come, to a large extent, from the two-year Associate Degree programs. The electrical engineering technician will be in this group.

(33) The ½ theory, ½ skill orientation given students in each curriculum at Middlesex County College is designed to produce the Engineering Technician in this case, the Electrical Engineering Technician, with the Associate of Applied Science Degree. Please note that the craftsman as a rule has great skill and the scientist and engineer are

the theoreticians. The Electrical Engineering Technician is educated to understand both the basic concepts of the theory and to be proficient with the skills and tools of his trade. Our highly technological society has demanded the education of just this kind of personnel.

(34) How much will this cost? We estimate the annual expense for both personal and college costs to be $1,300.00. Tuition cost is low because the State and County share the expense. A student can do this for less by being highly sensitive to ways of cutting expenses.

(35) This financial aid spectrum will give you some rather definite ways in which financial aid is available to you. Note that there are three definite kinds of aid available - grants, loans, and through the college work-study program.

A grant is an outright amount of money given to a student with no expectation of repayment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the Federal funds available through the College. Students who receive N. J. State Scholarships may use them to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

Loans, on the other hand, are monies which can be borrowed without payment or interest until the student completes his studies. At that time, repayment with small interest begins and may be continued over a ten-year period of time. The National Defense Student Loan and the Nursing Student Loan are Federal funds available through the College. The New Jersey Higher Education Assistance Authority is a loan which may be obtained through your local bank.

The College Work-Study Program on campus helps those students who must earn funds while at college. Many of these jobs are related to the work a student intends to do at a later date. You may obtain further information on the availability of these monies through your Guidance Department or through the Financial Aids Office at the College.

Middlesex County College had brochures and posters sent to your high school Guidance Department and library for your convenience.

(36) What should you know about the College itself? It is a two-year publicly supported institution, established to meet the educational needs of the community. (37) It is located on a 160 acre tract off Woodbridge Avenue in Edison, and was formerly a military installation. (38) Raritan Hall is the classroom building with (39) the cafeteria and (40) computer center for the college. (41) There are three Faculty Buildings, (42) the College Union that has a (43) student lounge and (44) recreation area, (45) a new library (46) with individual carrels, (47) Main Hall which is

the new academic science building and houses the laboratories, and business and secretarial suite, (48) and East Hall which has a snack bar and (49) the college bookstore.

(50) Middlesex County College is a commuting college. (51) Students are encouraged to remain on campus between classes so they can participate in extra-curricular activities. Students govern themselves through the Student Government Association, (52) they publish the Quo Vadis newspaper, (53) and a yearbook. (54) Students have the opportunity to enter intercollegiate sports, (55) and choose electives in art and art history, (56) drama, (57) bowling, (58) archery, or (59) golf.

(60) To make a realistic appraisal of yourself with regard to Electrical Technology, consult with your parents, your guidance counselor or with one of our counselors. Call the Admissions Office at the College if you want to discuss the course.

(61) If you decide to enter the program at Middlesex County College, be assured that you will learn the hands-on approach by drawing (62) circuits, by laying out the circuit boards, (63) by solving algebraic problems by the slide rule method, (64) by working together, and (65) by yourself, (66) by reporting on experimental results. (67) You will progress from simple switches to (68) complex electronic equipment. (69) You will study with men who have been in the service and you will study (70) with others who have returned to school to update their skills.

The final question you might be asking is about the types of positions you will be ready to assume upon graduation.

There are at least the following five possibilities for employment:

1. You may become an assistant to an engineer in a laboratory doing research. In this case, the technician assists the engineer by taking the design of the product, by building it, testing it, and reporting on it.

2. As an electrical engineering technician, you could become a technical sales representative for companies that sell electronic equipment.

3. You could be a customer engineer - he is the man who installs and services complex equipment such as computers.

4. If you become a production technician in an electronics company, it is likely that you would begin as an assistant to the foreman with the expectation of becoming a foreman.

Electrical Technology

5. You could find employment as an operating technician in either the telephone company or a powerecompany.

(71) We sincerely hope that we have been able to help you assess your talents and interests with regard to the field of electrical technology.

(72) This has been a Talent Search Career Presentation.

NOTE: Numbers in parentheses indicate change of slide.

LABORATORY TECHNOLOGY

CAREER PRESENTATION

(1) Congratulations to those of you who are obviously considering a career in laboratory technology.

(2) Evidently you have reached a point in your life at which a choice of careers is important and obviously you are in the process of investigation. We will try to give you as much help as possible in your search by introducing you to the course in Laboratory Technology offered at Middlesex County College.

(3) First, you know that Middlesex County College is a two-year, publicly-supported, coeducational college.

You should know too that Laboratory Technology, along with five other careers, plus Liberal Arts and Engineering Science, are available at the College.

(4) The graduate of Middlesex County College earns an Associate of Applied Science Degree and enters the work world prepared with skills and a background in the theory of his profession.

(5) We know that 20% of our labor force will be employed in the semi-professional and technical jobs by 1970. Our laboratory technician will be considered in that semi-professional career category.

(6) When you consider laboratory technology as an occupation, we must ask you "What is your talent?"

We believe that everyone has a talent even though at times it is hard to define.

(7) Then we must explore what the major interest must be if one is to be successful as a laboratory technician.

The technician's main focus of concern is to study and analyze all things related to living matter. That includes: cells, tissues, the effect of serums and vaccines on living organisms, and how bacteria and viruses affect organisms.

(8) What we will attempt to do during this career presentation on Laboratory Technology is to help you decide whether you have the talent and the interests that will make you a successful technician.

(9) First, what courses are required at the high school level for admission to Middlesex?

High school requirements are one course of Algebra and two courses of a laboratory science. These are the bare minimum. It is recommended that additional math and science courses be taken to insure successful work at the college level. If you have any question about your competence you may want to take a summer session course on campus in mathematics or chemistry. This could give you some indication of your level of preparation. Now take a look at the courses that you will take once you have been admitted. We will discuss them in some detail, but please note the number of credits you will receive and the emphasis placed on all sciences related to living organisms. The few exceptions are Communication Skills, Health, Physical Education, Psychology, General Economics, and an elective in your last semester. These courses are given to broadly educate the student as well as to provide him a comprehensive study of sciences.

(10) We believe that Anatomy can best be studied by observation of the organs and the organ systems of the body. Our students learn this by studying the cat. Students are assigned to work in pairs. They do scientific analysis of the specimen as they identify and tag the various organic systems of the body. Students are required to wear lab coats at all times and to keep an ongoing record of findings in their lab workbook.

The mathematics required of you the first term has to do with the (11) logical foundations of the real number system and algebra, measurements, logarithums, and you will be expected to learn the use of the slide rule. Quadratic equations, basic calculus, trigonometry, and probability problems are discussed the second semester.

(12) The study of Biology begins with the molecular biology of the cell, and through a study of its metabolism, you progress from the simple to complex forms of plant life.

Modern scientific research methods are stressed as students learn how to conduct research. (13) The principles of the chemistry course help the student to understand and expect certain chemical reactions under controlled conditions.

(14) The Communication Skills course is designed to get at the problem many people have in expressing themselves either verbally or in their written work. It is essentially an English course, - but it is more than that. Communication Skills is as essential a tool for communicating the results of experiments as is the microscope in the finding of those results.

(15) Microbiology is the study of microrganisms, micro-techniques, antigen-antibody responses and must be studied through the microscope.

(16) The success of some of the great biological advancement is often the result of work done in laboratories with animals. Hopefully, in due time, students will learn how to handle animals, do simple surgical technics, learn anesthesia levels and learn how to do autopsies.

(17) In the course called Laboratory Techniques, you will learn how to remove tissue from the plant or animal and how to prepare it properly by embedding the tissue in paraffin. As shown here, the paraffin is then thinly sliced by an instrument called the microtome. (18) The sample is then placed on a slide, stained appropriately with an acid dye, a base dye, or a combination of dyes, and the cells will react differently and permit the study in more depth.

(19) Students learn the fine art of using the microscope in the course called Histology which is an indepth orientation in which the structure of the stained cells, the tissues, and organisms are studied.

(20) All students learn how to do blood counts. By careful diagnosis, a laboratory technician can be part of the medical team that diagnoses an acute attack of appendicitis or the discovery of leukemia.

(21) In Organic Chemistry, emphasis is on the chemistry of the living tissue. This slide shows the student dropping an indicator solution into a test tube to check for enzyme activity of a substance such as yeast.

(22) In Physics, the student learns to appreciate the natural laws that govern different forms of energy under heat and pressure.

(23) Bacteriology is a lecture-laboratory course which is designed to give students a comprehensive knowledge of the structure of microscopic organisms and functions of bacteria and fungi. Your principal tool will be the microscope. This student studies the growth of a specimen and reproduces the growth pattern in her laboratory workbook.

(24) In your last semester, you will be introduced to laboratory instrumentation and equipment in which you will learn to use various instruments used in biological techniques. The technician shown here is using the balance for weighing sample material used in making media. (25) This is the autoclave in which equipment is sterilized. (26) Proper care and cleanliness of the equipment is equally important.

(27) As a prospective student, you must understand the reasons for the courses required at Middlesex County College. This will help you as you assess your own interests and abilities regarding a career in this field. One must be curious about the principles of the life sciences.

(28) One must want to know the structure and functional components of normal organisms so that abnormal organisms can be recognized.

(29) One must have curiosity and interest in those areas where little is known.

(30) You will wonder at the important influences that healthy cells have on the power and agility of the body. Mental astuteness and physical health are indeed interrelated, therefore, we expect our students to participate in physical activity.

(31) The student becomes highly specialized in the preparation, testing, storage, and responses of living organism under varying environmental conditions.

(32) You should ask how much this will cost and how it can be paid for. The estimated cost for one year of study at Middlesex County College is $1,300. That includes the tuition, fees, books, and personal expenses. Tuition is low because the County and State share the cost. Students who have financial problems and are acutely sensitive to cutting corners can manage on less than this amount. Your costs may be paid for in many ways.

(33) This slide will help you differentiate the kind of sources available to you. They are available by grants, loans, and through the College Work-Study Program.

A grant is an outright amount of money given to a student with no expectation of repayment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the Federal funds available at the College. Students who receive N. J. State Scholarships may use them to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

Loans, on the other hand, are monies which can be borrowed without payment or interest until the student completes his studies. At that time, repayment with small interest begins and may be continued over a ten-year period of time. The National Defense Student Loan and the Nursing Student Loan are Federal funds available through the College. The New Jersey Higher Education Assistance Authority is a loan which may be obtained through your local bank.

The College Work-Study Program helps those students who must earn funds while at College. Many of these jobs are related to the work a student intends to do at a later date. You may obtain further information on the availability of these monies through your Guidance Department or through the Financial Aids Office at the College.

Middlesex County College has sent a number of brochures and posters to the Guidance Department and Library of your school for your convenience.

(34) What employment possibilities are there for laboratory technicians? New Jersey is Number One in the pharmaceutical and chemical industry. In the pharmaceutical industry, the technician shown here might be concerned about the effect of soap or cosmetics on a piece of skin shown under a magnifying element.

(35) This picture shows a technician working on a penicillin experiment in a local well-known medical laboratory.

(36) In hospital clinical laboratories, you might do blood counts, bacterial examinations, tests for streptococcus, and the like.

(37) University research laboratories often employ a technician to run experiments to determine constancy of products under controlled and experimental conditions.

(38) A technician may enjoy working in a public health station in which the emphasis is on conservation of plants or with air and water pollution problems.

(39) To fully appreciate what Middlesex County College has to offer, you probably know that it was established to meet the educational needs of the community.

(40) It is not more than 15 miles from any given high school in the County. It is located on a 160 acre tract off Woodbridge Avenue in Edison.

(41) It has a nine-hole golf course available to students who choose to learn golf as part of their physical education requirement.

(42) A new library - (43) with individual study carrels.

(44) Main Hall, the new Academic Science Building that houses all laboratories and has an informal study area. (45)

(46) The four brick Administration Buildings house the President's office, the Dean of Students, the Admissions Department and the Career Planning Service.

(47) Raritan Hall is the classroom building and has a (48) cafeteria and (49) Computer Room that services the College.

(50) The College Union is the students' building on campus. It provides them a place to relax between classes, (51) a recreation area and (52) if you served on the Student Government, you would meet in this building.

(53) East Hall has a Snack Bar and (54) bookstore.

(55) Our doors are open day and night to service our day and evening division student population.

(56) We are a commuting college as you know. Our students (57) enjoy the freedom of being on a grassy campus, and they are encouraged to stay on campus between classes when they can consult with (58) faculty, (59) as well as concentrate on immediate study problems.

(60) Students take the opportunity to try their hand at extracurricular things too, - such as working on Quo Vadis, the student newspaper (61) and the student yearbook. (62) Students choose electives such as (63) art, or bowling, (64) or badminton. (65) The boys may play intercollegiate basketball and (66) the girls may want to participate in physical activity, or (67) modern dance.

(68) The purpose of this presentation was to help you explore what it would mean to prepare for and become a laboratory technician. If you feel that this is a good choice of vocations for you then we would encourage you to do everything possible to be prepared to enter the field.

(69) This presentation has been made possible through the Talent Search Program which was cosponsored by Middlesex County College and the U. S. Office of Education under The Higher Education Act of 1965.

(70) Purposes of the Talent Search Program were: 1) to identify financially needy youth; 2) to encourage them to continue their education; 3) and to provide them with information regarding sources of financial aid.

(71) We sincerely hope that this presentation has helped you assess your interests and talents relative to the field of Laboratory Technology.

This has been a Talent Search Career Presentation.

(Numbers in parentheses indicate change of slide.)

NURSE EDUCATION

CAREER PRESENTATION

(1) This Career Presentation has been prepared to help young men and women explore the requirements for and the opportunities in the field of Nurse Education at Middlesex County College.

(2) It is the result of a Talent Search Program which was conducted in cooperation with Middlesex County College and the U. S. Office of Education under the Higher Education Act of 1965.

(3) The purposes of this Talent Search Program are: 1) To identify talented but financially needy youth at the high school level; 2) to encourage them to continue their education beyond high school and 3) to provide them with information regarding sources of financial aid so that they could realistically plan to finance their education in whole or part.

(4) The question most frequently asked during that project was "What is your talent?"

(5) Simultaneously, the sources of financial aid available to students were summarized and put on posters and brochures which were then widely distributed throughout the County. Your Guidance Department and library have copies. Let us explain a bit about federal, state, and local sources from which you might obtain financial assistance.

A grant is an outright amount of money given to a student with no expectation of re-payment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the Federal funds available at the College. Students who receive N. J. State Scholarships may use them to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

Loans, on the other hand, are monies which can be borrowed without payment or interest until the student completes his studies. At that time, repayment with small interest begins and may be continued over a ten-year period of time. The National Defense Student Loan and the Nursing Student Loan are Federal funds available through the College. The New Jersey Higher Education Assistance Authority is a loan which may be obtained through your local bank.

The College Work-Study Program on campus helps those students who must earn funds while at College. Many of these jobs are related to the work a student intends to do at a later date. You may obtain further information on the availability of these monies through your Guidance Department or through the Financial Aids Office at the College.

(6) Because you have an interest in the field of nursing, you are aware of the extremely acute need for men in this field. This slide shows two of our students on duty in a hospital. The girl is a recent high school graduate and the young man has recently returned from the military service where he served as a medic.

Men have numerous opportunities to serve in all hospitals but particularly in veterans' hospitals. Some have opened nursing homes and in light of the increasing number of senior citizens, this kind of private business is important.

(7) We know that 20% of our labor force will be employed in the semi-professional and technical jobs by 1970. Our nurses will be considered in that job category because we prepare them (8) to earn a living by the end of two years and to understand theoretically why they do a thing. This is what is called the hands-on approach in modern education.

(9) Philosophically you have heard it asked "Is a two-year college education really as good as a hospital school of nursing?" The answer is YES! The American Nurses' Association recognizes that there are three levels of nursing--professional, semi-professional, and the nursing assistant. (10) They believe that education for those who work in nursing should take place in an institution of higher learning. On the other hand, colleges and universities have a responsibility to offer such programs and to expand facilities and faculty to accommodate the increasing number of students. Middlesex County College objectives for the two-year nursing program are: 1- (11) to prepare students to qualify for a license as a registered nurse and 2- (12) to be prepared to do bedside nursing upon receipt of the Associate of Applied Science degree.

(13) To meet those requirements, students must have successfully completed a year of Chemistry, Biology, and Algebra in high school. Naturally, additional courses in mathematics and science increase one's fundamental preparedness. If basic skills in either or both areas are questionable to a student, it is recommended that a student attend a college summer session to become familiar with college level work as well as to feel confident of his own ability to perform in these vital areas.

(14) A student will enter the program with upwards of 120 other men and women of all ages and with various backgrounds. We find that dropouts of a college curriculum are more often the result of a poor career choice rather than academic deficiency. Therefore, we feel that

it is imperative that candidates fully understand what it means to study Nurse Education at Middlesex.

(15) Students attend classroom lectures and (16) laboratories. Classes are conducted in (17) anatomy, physiology, (18) nursing fundamentals, and (19) physical science which is a survey course in physics and chemistry.

(20) Students begin their hospital affiliation the first month of school; therefore, they begin working with patients' records immediately. The Communication Skills course, required the first year, helps them learn to express themselves clearly and concisely.

(21) When the hospital experience begins, students will have patients assigned in one of the nine medical institutions that cooperate with the College. (22) They will be assigned to both general or psychiatric duty at John F. Kennedy Hospital in Edison, at Middlesex General or St. Peters in New Brunswick, Perth Amboy General, Rahway General Hospital, or Marlboro State Hospital. The Emery Manor Nursing Home and Brunswick Park Nursing Home provide the geriatric experience for our students. (23) Rehabilitation experience is provided at Middlesex Rehabilitation Hospital.

(24) The on-campus Nursing fundamentals work will help build confidence and proficiency for the hospital experience.

What will you actually do? (25) First, you will learn to listen to what you are being taught. Listening is an art. One must learn it. (26) Being a part of the total college, you will have classes with students from other curriculums. You are not an isolated nursing student at Middlesex. Then, you will learn patient care. (27) How to make a bed, (28) give a bath, (29) how to take the vital signs of temperature, pulse, (30) respiration, and blood pressure. (31) You will learn how to give an injection and how to (32) prepare a medication, A general psychology course taken the first semester will help prepare you to understand patient behavior and (33) by mid-year, you will learn care of the patient before he goes to the operating room, (34) what to do in the operating room, (35) and how to handle the patient in the recovery room. (36) You will learn to handle and prepare sterile dressings.

(37) In the hospital you will meet with your instructor for both pre- and post-patient care conferences, and (38) you will confer with the doctor on his patient's care.

(39) As you know, the academic courses continue throughout the year, as does the clinical work. (40) Second semester moves you into

the study and care of new mothers, of babies, and of children. You will have two days of the hospital clinic, experience in other clinics, and in the doctor's office, and you will be expected to visit with the mother and baby in their own home.

(41) During the year, our students participate in planned physical activity of their own choice. For example, you may choose archery, (42) bowling, (43) modern dance, (44) volleyball, (45) physical exercise, or (46) golf.

(47) The second year courses are in microbiology, history, nursing of adults, social science, economics, and contemporary nursing problems. (49) Our nurses are called upon to learn the latest equipment necessary to save human life with split-second timing. (50) They must be so familiar with emergency procedures of inhalation therapy, (51) and heart resuscitation, that their reactions become second nature. (52) The electronic equipment that is often medicine's life-line to effective diagnosis and treatment must be understood completely.

(53) But all patients are not always vitally ill. Often they need instruction for convalescent care so that a nurse becomes a teacher. Here a nurse instructs a patient on preparing a sitz bath, and (54) here the patient learns to give himself an injection by practising on an orange first.

(55) Nurses must also learn how to allay the fears of relatives of the patient. It is not always easy to remain calm, but when you are required to help others in this way, you engender respect and confidence in those who depend on you. (56) In most hospitals there is a non-denominational chapel that offers patients and staff alike the opportunity to pause in a busy day.

(57) The annual cost of attending Middlesex County College is estimated to be $1,300.00. This includes college and personal costs. Tuition is low because of the support given by the State and County. A student can manage for less than this amount if he becomes sensitive to the need to do so (18).

(58) Your guidance counselor is prepared to answer questions which this film may have raised.

(59) In your search for a career as a key member of the medical team there are a number of questions you should put to yourself before seeking admission to this nurse education program.

(60) 1. Do you want to become a commuting student?

Nurse Education

(61) 2. Have you learned how to do independent study?
(62) 3. Would you enjoy membership in the student government organization?
(63) 4. Would you like to work on Quo Vadis, the student newspaper?
(64) 5. Would you like to work on the college yearbook?
(65) 6. Would you enjoy performing with the drama group?
(66) 7. Do you want to begin hospital affiliation during your first month in college?
(67) 8. Is membership in the American Nurse's Association as a registered nurse important enough to invest two years of educational and professional life?

(68) This slide is a comprehensive listing of high school requirements and the courses you will take at Middlesex County College. The high school recommended subjects are 1 unit of math, and 2 units of science, preferably in biology and chemistry. Additional courses in mathematics and science will be helpful once you begin college level courses. We have discussed all courses listed here that you will be expected to take at Middlesex County College, however, if you have further questions consult with your Guidance Counselor or call the admissions office at M.C.C.

(69) Talent is an illusive quality but there is no question that each of us has a talent. Finding it is a matter of honest self evaluation and understanding the goals of the career.

(70) We sincerely hope that this presentation has helped you assess your talents relative to the field of nurse education.

Note: Numbers indicate change of slide.

SECRETARIAL SCIENCE

(1) This Career Presentation has been prepared to help young men and women explore the requirements for and the opportunities in the field of Secretarial Science. It is the result of a Talent Search Program which was conducted in cooperation with Middlesex County College and the U. S. Office of Education under the Higher Education Act of 1965.

(2) The Talent Search Program had three purposes:

1. To identify talented but financially needy youth at the high school level,
2. To encourage them to continue their education beyond high school,
3. And to provide them with information regarding sources of financial aid so they could realistically plan on financing their education in whole or in part.

(3) You have apparently discussed your occupational interests with someone and obviously you have become interested in the secretarial science course offered at Middlesex County College.

(4) Please note the high school courses that are required as prerequisite to admission to the Secretarial Science curriculum at Middlesex County College.

If you have had one unit of math and two units of science in high school, you are eligible to seek admission, but of course, you know that the more college preparatory courses that you have, the more assured you can be of successful college work. And, if you have excelled in typing and shorthand, you will be eligible for more advanced work immediately in these two subjects.

Naturally you have the business oriented courses - then you will take Communication Skills, Physical Education, and you may elect art, drama, or music in the first semester. In the second semester, you will continue Communication Skills, Health, a Social Science course, and a Fine Arts elective.

The second year, you will have Introduction to Literature, Natural Science, your elective, and in the last term, you may choose either literature or science, physical education and an elective.

The Liberal Arts courses are required so that as a secretary you have a broad cultural awareness as well as secretarial skills. These include courses like social science, anthropology, psychology, natural sciences, sociology, and languages.

You will graduate with an associate of applied science degree with

67 or 69 credits depending on the number of credits in your electives.

Now let's discuss them in more detail.

(5) Business Organization and Management help the student understand the basic principles, policies, problems, and methods in businesses beginning with sole proprietorships through partnership-owned businesses to the corporation structure. (6) Introduction to Data Processing familiarizes the student with a full range of data from the punch card to the 402 electronic data processing machine.

(8) The Business Orientation course is a seminar course for secretaries and other business students where the emphasis is on personal care and grooming, wardrobe planning, business and social etiquette as well as professional ethics.

(9) Students practise at receiving one another as though they were in a business office acting as responsible secretaries. As the second year progresses, they learn appropriate interviewing technics preparatory to seeking employment.

(10) As was mentioned before, if you had developed good typing and shorthand skills in high school, you could move directly to advanced study in Typing II - (11) and in Shorthand II.

(12) The Business Math you would take in the second semester is related to arithmetic of interest, bank transactions and payroll.

(13) This student is learning to speak to a group in her Communication Skills course. You will take this course both years because it will increase your verbal and written skills as well as help you gain poise.

(14) Your electives may be lecture courses in the social sciences- this class was in psychology. .

(15) The natural science course is designed for the layman who must live in a science-oriented world. This survey course helps the student broaden his understanding of the world around him in terms of the study of the living organism from plants to man in chemistry, physics, and astromomy.

(16) Or you may have an aptitude for language and wish to pursue it. This, as you know, is the language laboratory. Spanish, German, and French are taught at all levels including the advanced composition class.

(17) Other electives open to you are in modern dance,

(18) A course in appreciation of art and art history,

(19) The opportunity to learn the history of drama and participate in college dramatic productions.

(20) Physical education is required for two semesters. This group of girls elected to take the body-conditioning class while -

(21) This group chose a co-educational class in badminton.

(22) You may take golf or (23) bowling.

(24) Health is required for one semester - it is co-educational and is concerned about problems of family planning, drugs, alcohol, and other topics that concern our students.

(25) In the second year, the principles of accounting course introduces the secretarial science student to the field of accounting in which she will learn about accounting cycles - how to keep accounts and how to draw up financial statements for a business concern.

(26) Your ability to do independent Library study and research is extremely important in a course like Business Law since the emphasis is placed on various branches of law and methods by which the courts enforce the law. Students find that business law is not only helpful in their business careers but is one of the most valuable courses in preparation for legal problems they may encounter anytime, any place in later life.

(27) All secretarial students must learn to skillfully operate the various kinds of machines found in business offices.

You will learn how to cut a mimeograph stencil and what the special techniques are for correcting errors.

(28) How to operate the duplicating machine.

(29) You will learn the efficiency of the automatic calculator.

(30) The adding machine will be considered one of the simpler office machines.

(31) This is a modern bookkeeping machine. The student can do accounts receivable, payable, and payroll on such a piece of equipment. In this case, this is in a central transcription area in which an employee assigns the discs to be transcribed by secretaries who are in the secretarial pool before being assigned to work for a particular executive.

(32) This is a dictating machine that uses a disc. Some use belts, some tapes.

(33) You will become very proficient at the typewriter.

(34) The overhead projector seen here is actually a teaching machine used in the classroom and a secretary is not frequently called upon to use it, but she should know that it exists in case her future employer is called upon to make a presentation to a group.

(35) This console contains multi-channel equipment which provides for dictation at varying speeds, thereby encouraging students to progress at their own rate of speed to the highest possible skill level,(36).

(37) This slide shows the earphones on both the professor and the students. Note the posture and position of the students.

(38) The secretarial students at Middlesex County College will be prepared upon graduation to seek employment so that their good grooming and professional ethics begin long before the day of graduation. The student is reminded that careless dress and an untidy desk reflect sloppy work habits. She must become conscious of her general health, the cleanliness of her hair, her well-kept nails and she regards her good posture as a basic requirement to her job.

(39) The secretary is becoming more and more important to management. Executives are increasingly dependent upon their secretaries to carry out the smooth operation and management of the office.

(40) Each office will place a different emphasis on secretarial functions but generally the secretary must take dictation, type, keep an appointment book, receive callers, make travel reservations (41) and develop a pleasant and direct telephone manner.

(42) We encourage men to enter the field of secretarial science also because of the acute shortage of secretaries. There are many busy executives who prefer to employ men in this capacity particularly in the technical fields.

(43) This is an example of the type of office in which a secretary may be a member of the secretarial pool. She will advance rapidly if she is well prepared as an efficient secretary who can listen, write, spell, speak, and knows proper punctuation and grammar.

(44) As you are preparing yourself for academic study you must also be concerned about the realistic cost of two years of study. To study secretarial science at Middlesex County College, you should know the estimated cost is $1,300 per year. Tuition is low because the State and County share the expense.

As you know, Middlesex County College is a commuting college, therefore, travel and meals on campus must be included in the complete expense.

The student who is highly sensitive to cutting costs may possibly do it for less.

(45) You should also investigate the possible sources from which you are eligible to receive financial aid. This financial aid spectrum deals with the available grants, loans, and scholarships.

A grant is an outright amount of money given to a student with no expectation of repayment. The Educational Opportunity Grant and the Nursing Educational Opportunity Grant are a part of the Federal funds available at the College. Students who receive N. J. State Scholarships may use them to cover tuition costs. There are also grants available through the Middlesex County College Foundation which is supported by monies from the community.

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Middlesex County College has sent brochures and posters to your Guidance Office and library for your convenience.

(46) To fully appreciate what Middlesex County College has to offer, you should know that it was established primarily to meet the educational needs of the community.

(47) It is located on a 160 acre tract off of Woodbridge Avenue in Edison.

(48) It has a new library (49) with modern lounge furniture and a pleasant view of the quadrangle and Raritan Hall. (50) Raritan Hall is the large classroom building that contains the (51) cafeteria, (52) Computer Center for the College.

(53) A new academic science building called Main Hall that (54) has laboratories and the (55) secretarial suite of rooms.

(56) The new Physical Education Building has a (57) basketball court and (58) several small exercise rooms.

(59) The College Union is the students' building on campus. It (60) has an informal lounge area and a (61) recreation room.

(62) East Hall has the (63) college bookstore and (64) a snack bar area.

(65) Because Middlesex County College is a commuting campus, students are encouraged to remain on campus between classes. This provides them an opportunity to talk with faculty members and (66) to become more socially involved in the academic environment.

(67) Many students use this time to plan meetings.

(68) Some electioneer for membership in student government.

(69) Others work on Quo Vadis, the College newspaper.

(70) And some just catch up on homework.

(71) This presentation has attempted to help you understand the requirements of the Secretarial Science curriculum and what goes into the making of an executive secretary.

(72) At this time we must ask you "What is Your Talent?" As you assess your own abilities regarding this field -- consider the following questions.

(73) Do you have maturity?

Are you interested in studying cultural courses as well as skills?

Do you like people? Do you take pride in being well groomed?

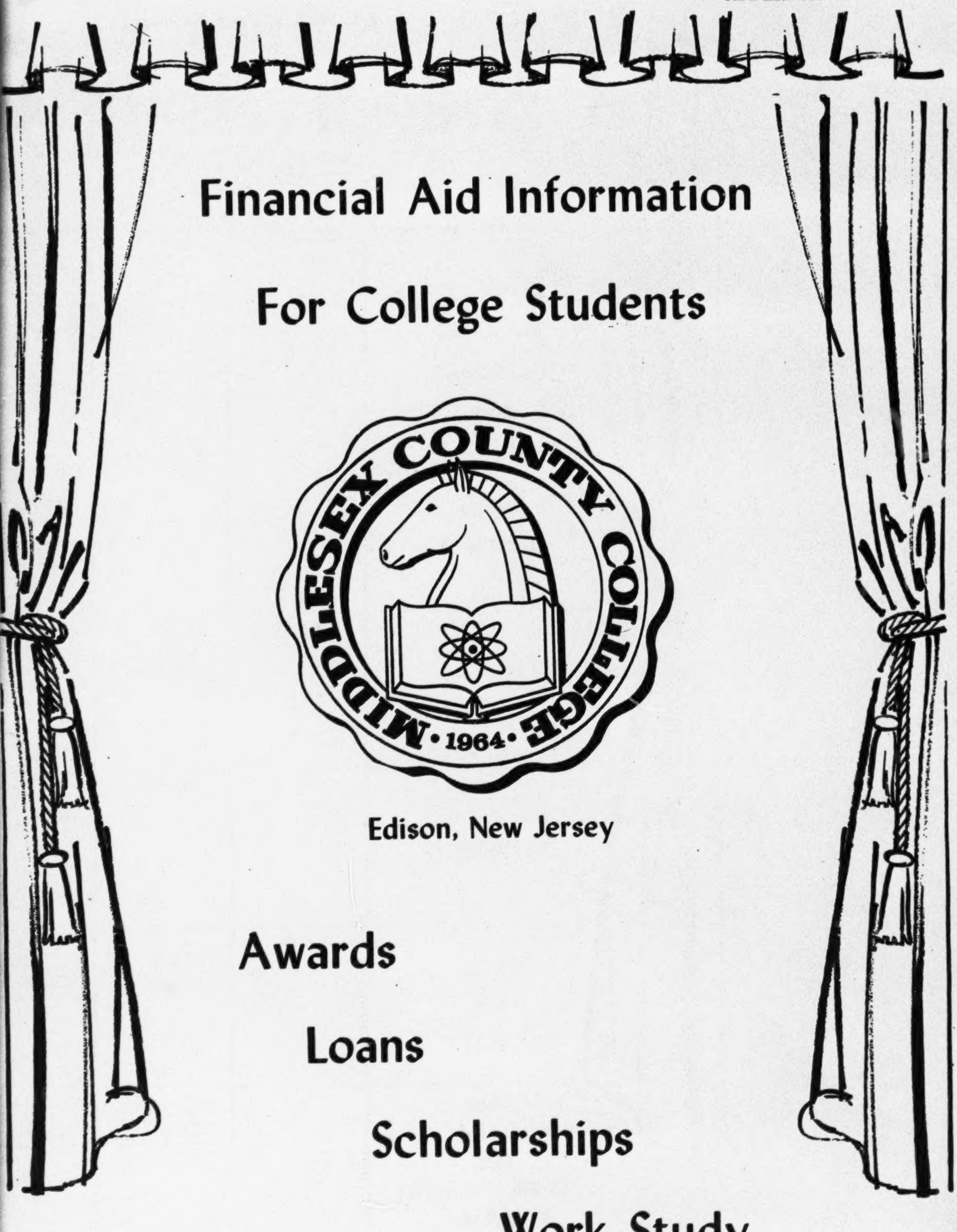
Are you willing to be of service to others?

(74) If you have questions regarding this program, the college facilities, or financial aid, please consult with your guidance counselor or call the Admissions Department at Middlesex County College.

(75) This has been a Talent Search presentation.

NOTE: Numbers in parenthese indicate a change of slide.

ADDENDUM D



Financial Aid Information

For College Students

MIDDLESEX COUNTY COLLEGE
• 1964 •

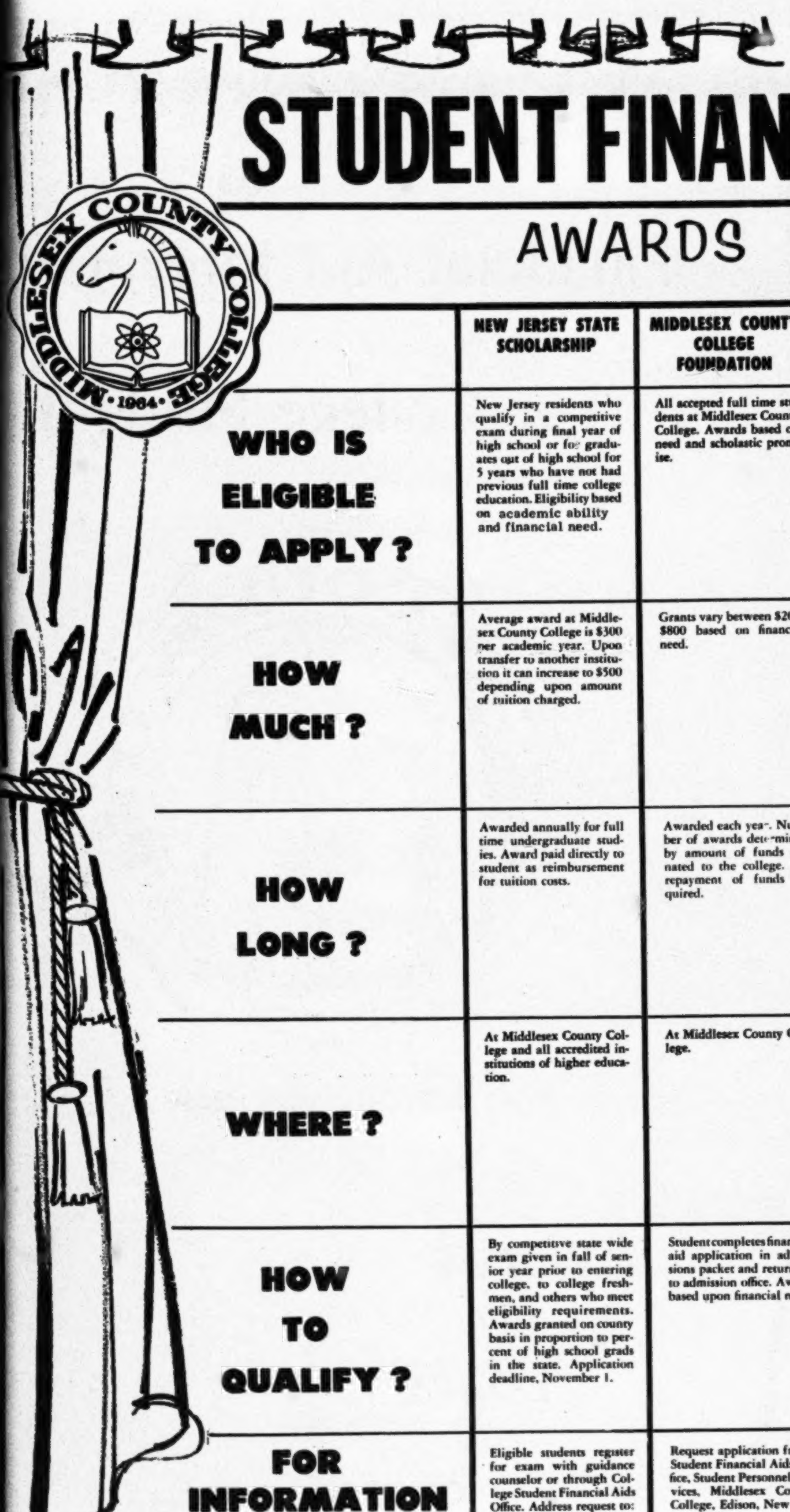
Edison, New Jersey

Awards

Loans

Scholarships

Work Study



...the educational c

STUDENT FINANCIAL ASSISTAN

1964

	AWARDS			STUDENT	
	NEW JERSEY STATE SCHOLARSHIP	**MIDDLESEX COUNTY COLLEGE FOUNDATION**	**FEDERAL EDUCATIONAL OPPORTUNITY GRANT**	**NEW JERSEY HIGHER EDUCATION ASSISTANCE AUTHORITY**	**EMERGENCY ST LOAN FUN**
WHO IS ELIGIBLE TO APPLY ?	New Jersey residents who qualify in a competitive exam during final year of high school or for graduates out of high school for 5 years who have not had previous full time college education. Eligibility based on academic ability and financial need.	All accepted full time students at Middlesex County College. Awards based on need and scholastic promise.	All accepted or enrol[illegible] full time students of [illegible]ceptional need who show academic or creative promise.	All [illegible]w Jersey residents acc[illegible]d at or attending college who demonstrate financial need and scholastic ability.	All full time stud Middlesex County C
HOW MUCH ?	Average award at Middlesex County College is $300 per academic year. Upon transfer to another institution it can increase to $500 depending upon amount of tuition charged.	Grants vary between $200-$800 based on financial need.	Grants vary between $200-$800 based on financial need. Grant is made dir[illegible]ly to student for coll[illegible] expenses. A $200 incen[illegible] award is available to [illegible]ond year students who are in top half of their class.	Up to $1000 for full time students each year. Loans ma[illegible] continued through und[illegible]raduate and graduate [illegible]ool. Loan is made dir[illegible] to the student from the bank.	Up to $150.
HOW LONG ?	Awarded annually for full time undergraduate studies. Award paid directly to student as reimbursement for tuition costs.	Awarded each year. Number of awards determined by amount of funds donated to the college. No repayment of funds required.	While at Middle[illegible] County College and [illegible] be continued through [illegible]dergraduate study at [illegible] other institution subject to continuance of need.	No[illegible]payment of interest acc[illegible]d while attending col[illegible]. Repayment begins nin[illegible]onths after graduation. 3% interest per annum. Up to 10 years to pay.	Usually up to thi Repayment proce duration of loan a ed on an individu
WHERE ?	At Middlesex County College and all accredited institutions of higher education.	At Middlesex County College.	At Middlesex County C[illegible]lege and most accred[illegible] institutions of higher education.	Mi[illegible]sex County College an[illegible]l accredited institutions of higher education.	At Middlesex Co lege made availa Faculty-Student tion, Inc.
HOW TO QUALIFY ?	By competitive state wide exam given in fall of senior year prior to entering college, to college freshmen, and others who meet eligibility requirements. Awards granted on county basis in proportion to percent of high school grads in the state. Application deadline, November 1.	Student completes financial aid application in admissions packet and returns it to admission office. Award based upon financial need.	Grant is subject to review of completed application. Grant based primarily [illegible] financial need under [illegible]teria established by [illegible] Federal Government.	Complete student loans forms and submit to the Col[illegible]e Financial Aids Office [illegible]or counseling and cer[illegible]ation of admission or [illegible]ndance. Then take form to participating bank of your choice. Repayment of loan is directly to bank. Stu[illegible]t must maintain go[illegible]cademic standing.	Student requests Financial Aid Funds provide pected or emerg cial need on a basis. No intere
FOR INFORMATION OR APPLICATION FORMS...	Eligible students register for exam with guidance counselor or through College Student Financial Aids Office. Address request to: N. J. Scholarship Commission, 225 West State Street, Trenton, N. J. 08625.	Request application from: Student Financial Aids Office, Student Personnel Services, Middlesex County College, Edison, New Jersey 08817.	Request application f[illegible] Student Financial Aids [illegible]fice, Student Personnel [illegible]vices, Middlesex Co[illegible] College, Edison, New Jersey 08817.	For information: Ne[illegible]ersey Higher Educatio[illegible]ssistance Authority, 22[illegible]est State Street, Trenton, New Jersey 08625.	Students sign co issory note at nancial Aids dent Personn Middlesex Cou Edison, New Je

THIS POSTER HAS BEEN PREPARED COOPERATIVELY BY MIDDLESEX COUNTY COLLEGE AND THE UN[illegible]D STATES [illegible]FFICE OF EDUCATION UNDER TIT

the educational curtain is open

IAL ASSISTANCE is available to those who can qualify*

	STUDENT LOANS				Work Opportunity
FEDERAL EDUCATIONAL PORTUNITY GRANT	**NEV ERSEY HIGHER EDUCATION ASSIST-ANCE AUTHORITY**	**EMERGENCY STUDENT LOAN FUND**	**NATIONAL DEFENSE STUDENT LOAN**		**WORK-STUDY PROGRAM**
ll accepted or enrol ll time students of ptional need who show demic or creative prom-	All ew Jersey residents acc d at or attending college who demonstrate financial need and scholastic ability.	All full time students at Middlesex County College.	Accepted or enrolled students at Middlesex County College who demonstrate need and scholastic ability.		All full time students who demonstrate financial need and who are academically able to handle additional work load.
rants vary between $200- 00 based on financial eed. Grant is made di y to student for coll xpenses. A $200 incen ward is available to nd year students who are top half of their class.	Up to $1000 for full time students each year. Loans may continued through und raduate and graduate ool. Loan is made dir to the student from the bank.	Up to $150.	Up to $1000 per year, loan made directly to student.		Prevailing student wages for campus jobs.
While at Middle County College and e continued through dergraduate study at ther institution subject to ontinuance of need.	No payment of interest acc d while attending col . Repayment begins ni onths after graduation. 3% interest per annum. Up to 10 years to pay.	Usually up to thirty days. Repayment procedure and duration of loan ascertained on an individual basis.	Repayment at 3% starts nine months after student completes his studies. Up to ten years to repay.		Work assignments up to fifteen hours per week during school year. During summer and vacation periods students may be employed up to forty hours per week.
At Middlesex County lege and most accred institutions of higher education.	Mi esex County College an l accredited institutions of higher education.	At Middlesex County College made available by the Faculty-Student Association, Inc.	Middlesex County College and most accredited institutions of higher education.		At Middlesex County College and most accredited institutions of higher education made possible by special grant under U. S. Office of Education.
Grant is subject to review of completed application. Grant based primarily financial need under teria established by Federal Government.	Complete student loans forms and submit to the Coll Financial Aids Office r counseling and cer ation of admission or ndance. Then take form to participating bank of your choice. Repayment of loan is directly to bank. Stu t must maintain go cademic standing.	Student requests aid from Financial Aids Office. Funds provide for unexpected or emergency financial need on a short term basis. No interest.	Request application for National Defense Loan directly from Financial Aids Office. Loans awarded by the college and repaid to the college. Students must maintain good academic standing to retain loan.		Complete college work study application form and return to Student Financial Aids Office. Student must maintain good academic standing.
Request application f Student Financial Aids fice, Student Personnel vices, Middlesex Co College, Edison, New Jersey 08817.	For information: Ne ersey Higher Educatio ssistance Authority, 22 West State Street, Trenton, New Jersey 08625.	Students sign college promissory note at Student Financial Aids Office, Student Personnel Services, Middlesex County College, Edison, New Jersey 08817.	Request application from: Student Financial Aids Office, Student Personnel Services, Middlesex County College, Edison, New Jersey 08817.		Request application from: Student Financial Office, Student Personnel Services, Middlesex County College, Edison, New Jersey 08817.

LLEGE AND THE UN D STATES FFICE OF EDUCATION UNDER TITLE IV OF THE HIGHER EDUCATION ACT OF 1965.

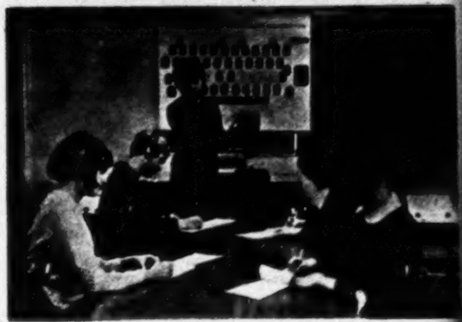
CHEMICAL TECHNOLOGY

NURSE EDUCATION

ELECTRICAL TECHNOLOGY

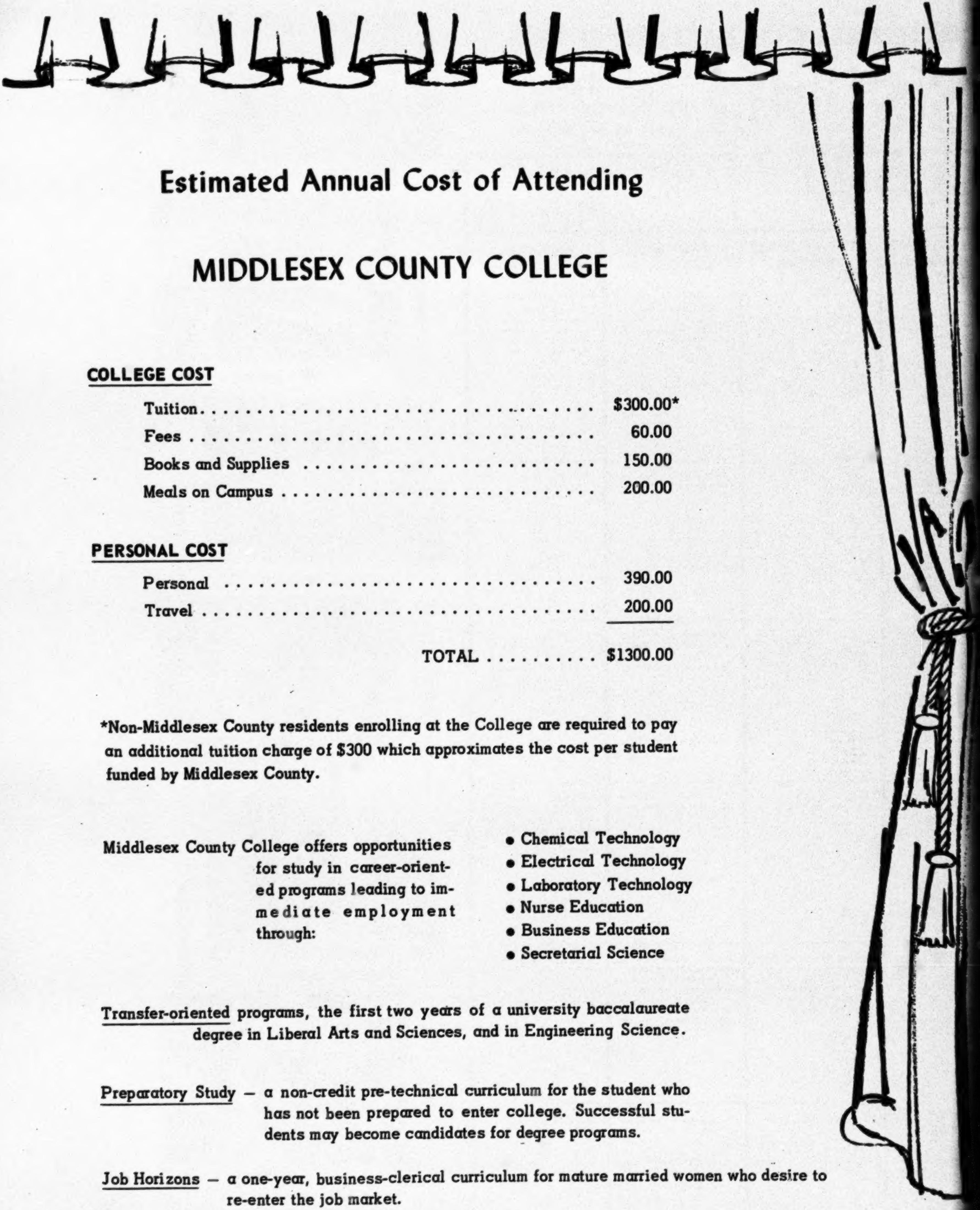
BUSINESS

LABORATORY TECHNOLOGY



SECRETARIAL SCIENCE

* WHILE THE ABOVE INFORMATION PERTAINS TO MIDDLESEX COUNTY COLLEGE, IT IS GENERALLY APPLICABLE TO OTHER COLLEGES IN NEW JERSEY.



Estimated Annual Cost of Attending

MIDDLESEX COUNTY COLLEGE

COLLEGE COST

Tuition	$300.00*
Fees	60.00
Books and Supplies	150.00
Meals on Campus	200.00

PERSONAL COST

Personal	390.00
Travel	200.00
TOTAL	$1300.00

*Non-Middlesex County residents enrolling at the College are required to pay an additional tuition charge of $300 which approximates the cost per student funded by Middlesex County.

Middlesex County College offers opportunities for study in career-oriented programs leading to immediate employment through:

- Chemical Technology
- Electrical Technology
- Laboratory Technology
- Nurse Education
- Business Education
- Secretarial Science

Transfer-oriented programs, the first two years of a university baccalaureate degree in Liberal Arts and Sciences, and in Engineering Science.

Preparatory Study – a non-credit pre-technical curriculum for the student who has not been prepared to enter college. Successful students may become candidates for degree programs.

Job Horizons – a one-year, business-clerical curriculum for mature married women who desire to re-enter the job market.

Continuing education through the Evening and Extension Division for part-time study toward a degree, personal and professional advancement and developmental non-credit courses.

APPENDIX A

Technical Report for Time Period

30 June 1966 to January 1967

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey

Technical Report Submitted 27 January 1967

Initial Report:	Technical report of activities from 30 June 1966 until 30 January 1967 on the Contracts to Encourage the Full Utilization of Educational Talent project entitled "Information on Jobs for the Future and How to Prepare for them as an Aid in the Encouragement of Educational Development".
Sponsor:	Middlesex County College Edison, New Jersey 08817
Project Supervisor:	Michael J. Reynolds Dean of Students - 548-6000
Principal Investigator:	H. Joan Purtell Director of Admissions - 548-6000
Report Prepared by:	Ruth L. Samsel Counselor Talent Search Project - 548-6000
Transmitted by:	Michael J. Reynolds
Date Transmitted:	27 January 1967

TECHNICAL REPORT ON CEFUET

January 1967

Title of Project: "Information on Jobs for the Future and How to Prepare for Them as an Aid in the Encouragement of Educational Development."

1. Purpose, Objective and Nature of Project: To understand the nature of future jobs in the local community; to identify and encourage qualified youth with a financial need to complete high school and make a realistic choice of post high school education; to publicize existing forms of student financial aid furnished through federal, state and local agencies.

2. The project staff is composed of the Dean of Students who gives eight per cent (8%) of his time, the Director of Admissions who gives ten per cent (10%) of her time and the Counselor of the Project who is employed full time.

3. Duties and responsibilities of the staff are to coordinate and fulfill the obligations of the contract. This is accomplished through regular meetings that keep the Project objectives firmly in mind and communication channels for contacts and speaking engagement requests current.

4. Activities undertaken and completed during this reporting period include various avenues of contacts for a variety of purposes:

a. Middlesex County College faculty have been personally contacted to inform them of Talent Search and to solicit information about characteristics of students that will tend to make students more successful in their respective occupational pursuit. The faculty have also been informed of the progress of CEFUET to date.

b. Department Chairmen have been invited to visit industry, business or hospitals and clinics with the CEFUET counselor.

c. Conferences have been held with over twenty (20) industrial, business and hospital personnel managers and/or public relations personnel and/or professional engineers or chemists. These conferences have been the result of our interest in future jobs as a result of automation and because of the potential well trained and highly skilled county employees who will be available from the College.

d. Seventeen (17) institutions permitted the counselor to take slides of on-the-job processes in the areas of chemical, electrical and laboratory technology, nursing and business. These slides form the nucleus of a slide library prepared for high school students to encourage them toward future well planned educational experience.

e. All twenty-eight (28) high schools in the County have been contacted:

(1) To inform counselors and other interested personnel about Talent Search and its objectives, and

(2) To arrange for meeting with pre-selected students whom counselors believe could benefit through our program.

f. The CEFUET counselor has addressed several church groups, the Clara Barton Women's Club, the League of Women Voters, Kiwanis, Middlesex County Board of Realtors, Boy Scouts, Girl Scouts, Middlesex County Guidance Directors Association and the Middlesex County Association of School Social Workers. Each of these organizations has contacts that lead to the identification of needy students and/or influence with such students.

g. There has been an extensive effort made to coordinate with the Camp Kilmer Job Corps and with Upward Bound and REAP in New Brunswick in an effort to identify and plan reasonable and realistic programs for the students in these groups at the college level.

Eighty Upward Bound students were hosted at the College one Saturday. These students are junior and senior high school students representing twelve communities who are being encouraged to consider post high school educational opportunities that may be open to them. The campus visit was arranged for this purpose and the program included an address from the President of the College, the Dean of Students, the Director of Admissions, and Director of the Student Union. Other faculty members present were the Nurse, four department chairmen, the College Registrar and the Admissions Counselor. Student guides escorted them on a campus tour and the CEFUET Counselor presented technical slides of potential careers.

h. The brochure "Spotlight on Jobs for Tomorrow" is available upon request and has been widely distributed throughout the County.

i. The financial aid form used for this program is the one used by the College. The financial statement for the program thus far is attached as Addendum A.

j. Spot radio announcements on the local WCTC Station from New Brunswick, New Jersey, began January 23, 1967. The CEFUET Counselor and the Project Director will appear on an evening broadcast to explain Talent Search objectives on February 17, 1967.

The radio announcements indicate to the public at large that this project exists for the purpose of helping interested and talented youth evaluate their abilities and it encourages them to seek further guidance from the CEFUET

Counselor if they are unsure of success at a post high school academic level. The commentator also states that financial obligation should not keep a student from inquiring about this program and directs them to call the CEFUET Counselor at the College.

k. To date, student interviews on campus have been the result of contacts made through the above listed organizations or schools. With the beginning of the in-school technical slide presentations, interviews will be conducted by the CEFUET Counselor at the convenience of the student, either at their school or on campus, and according to their wishes, either with or without parental involvement. The radio announcements have initiated a great deal of telephone contact with parents who are seeking information about the Talent Search Project and interviews are being made for those who are interested.

l. Information giving sessions have been planned with the Urban League of New Brunswick, Upward Bound and REAP of New Brunswick, in conjunction with ASPIRA, the CEFUET contractor of New York, in an orientation program for the Spanish speaking community in Perth Amboy, Middlesex County Office of Economic Opportunity in two (2) communities.

m. The CEFUET Counselor addressed a group of adults from the New Jersey Employment Office of New Brunswick to help them understand the Talent Search objectives and opportunities. Members of the group were unemployed and/or under-employed high school dropouts and were seeking to upgrade their skills.

5. There are no pertinent statistics for this reporting period.

6. Budget. (See Addendum A)

7. Evaluation of the Project in terms of given purposes: The CEFUET Counselor has encouraged a rapport with industry that will be influential in continuing support of the Project through their interest in the quality and quantity of well prepared manpower. On December 14, 1966, Dr. Frank Chambers, President of the College, addressed representatives of industry and business from throughout the County on meeting the shortage of manpower in a technological society such as ours, and also on how the College is prepared to meet its obligations to local needs. This implied that needs would have a great effect on kinds of education offered at the College.

The CEFUET Counselor is prepared with six (6) slide presentations of various on-the-job realistic entry positions available to high school students upon completion of course work at the College in order to help high school students make realistic and individualistic choices for post-high school education.

We are prepared to meet with students in small groups in their respective high schools, in their club or organization groups; we are prepared to orient them on campus with a tour and a presentation by the Admissions Director, Dean of Students, CEFUET Counselor and the President of the College. We are prepared to give them educational guidance and work-oriented guidance through the volunteers from several interested industries and businessmen. The CEFUET Counselor is prepared to speak to them about admission requirements of many institutions beyond high school and to discuss financial arrangements, as may be necessary.

Parental involvement is always solicited when working through organizations and schools. It is provided for in the on-campus meetings with industries and in the interview situation in which the student seeks an understanding of potential and reasonable goals for himself and the financial undertaking it will involve. Parents are particularly invited to attend meetings where information giving is the purpose.

Correspondence has been established with several institutions who are interested in how our program was conceived according to local need, and how it is progressing.

8. Problems encountered and anticipated: Problems encountered have been primarily in reaching the people who could help in the student identification process. The Counselor believes that this has been achieved essentially through ethnic groups, the Office of Economic Opportunity, and with some success through the guidance counselors at the high school. Radio announcements have made parent and student self-referrals a reality. The CEFUET Counselor does not anticipate problems of such a nature that cannot be managed within the numerous resource areas available throughout the County and State.

9. Included in this report are copies of the brochure, news releases and sample copies of letters to industries, organizations and high schools in the County.

ADDENDUM A

Statement of Revenue and Expenditures

CEFUET Title IV Federal Grant

30 June 1966 - 30 January 1967

	Receipts	Disbursements
Total Revenue		
Federal share	$ 4,491.00	
College share	6,512.92	
Received to Date	$11,003.92	
Expenditures		
Salaries		$6,439.87
Equipment		907.48
Travel		144.95
Supplies		321.05
Rent		700.00
Employees Benefits		290.78
Disbursements to Date		$8,804.13

Standard Form 1034-A
7 GAO 5000
1034-211

PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL

VOUCHER NO.

U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION

Departmentof Health, Education &
Welfare
fice of Education
Educational Talent Program
Washington, D. C. 20202

DATE VOUCHER PREPARED 11-9-67

CONTRACT NUMBER AND DATE OEC-1-6-000024-1842

REQUISITION NUMBER AND DATE

SCHEDULE NO.

PAID BY

PAYEE'S NAME AND ADDRESS

Middlesex County College
Edison, N. J. 08817

DATE INVOICE RECEIVED

DISCOUNT TERMS

PAYEE'S ACCOUNT NUMBER

SHIPPED FROM

TO

WEIGHT

GOVERNMENT B/L NUMBER

NUMBER AND DATE OF ORDER	DATE OF DELIVERY, OR SERVICE	ARTICLES OR SERVICES (*Enter description, item number of contract or Federal supply schedule, and other information deemed necessary*)	QUANTITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT
		(Corrected Report)				
I	6/30/66	Personnel				6,997.75
II		Benefits				-0-
III	thru	Travel				147.72
IV		Supplies & Materials				534.28
V	1/31/67	Communications				-0-
VI		Services				-0-
VII		Other Costs				-0-
						7,679.75

..hese represent valid expenditures
Charged to this contract.) Signed Original (Signed)

(Use continuation sheet(s) if necessary)

(Payee must NOT use the space below)

TOTAL

PAYMENT:

☐ COMPLETE
☐ PARTIAL
☐ FINAL
☐ PROGRESS
☐ ADVANCE

DIFFERENCES

Amount verified; correct for

(*Signature or initials*)

MEMORANDUM

ACCOUNTING CLASSIFICATION

PAID BY

CHECK NUMBER ON TREASURER OF THE UNITED STATES

CHECK NUMBER ON (*Name of bank*)

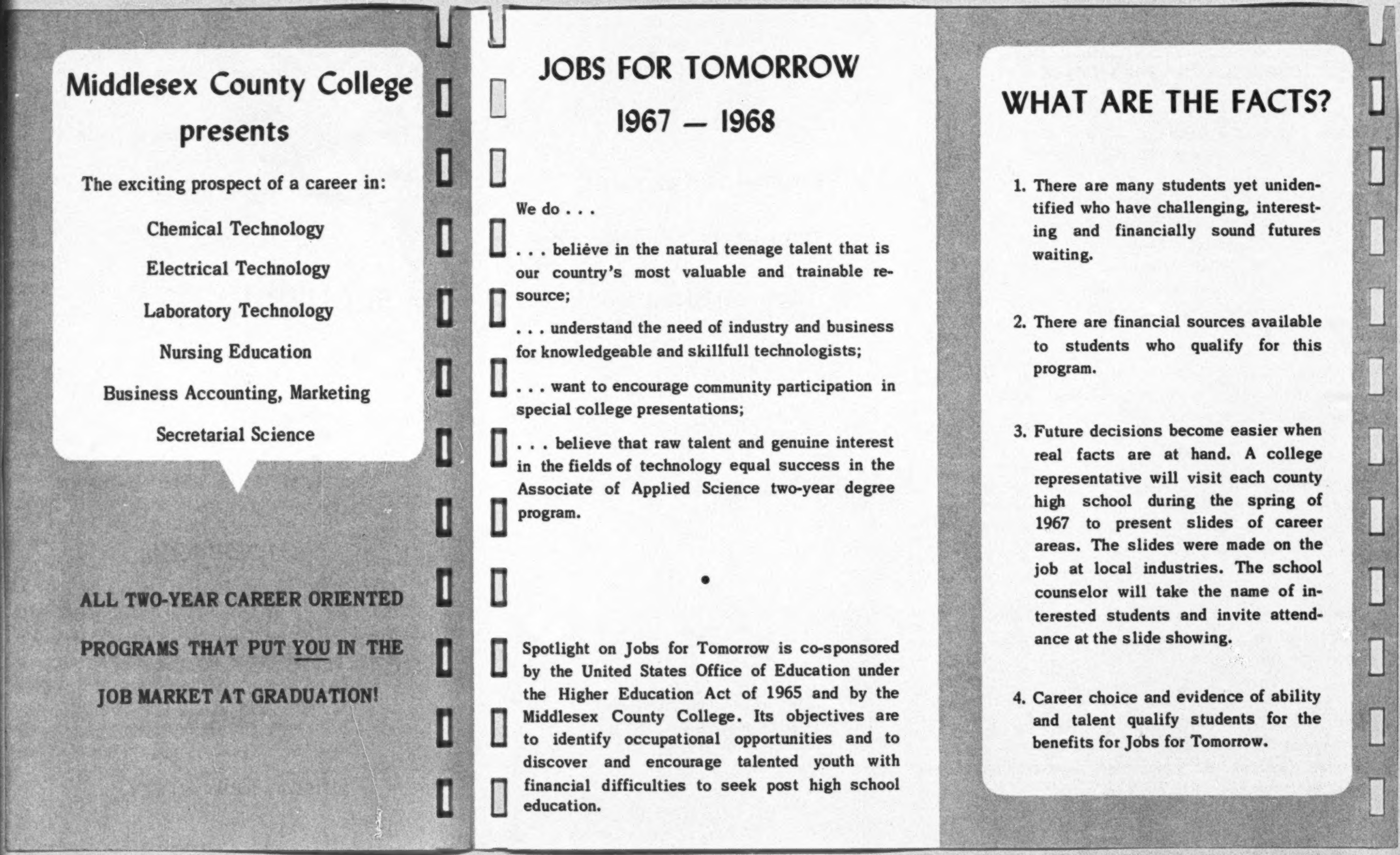
CASH
$

DATE

spotlight
on
jobs
for
tomorrow

Middlesex County College

Edison, New Jersey



Middlesex County College presents

The exciting prospect of a career in:

Chemical Technology
Electrical Technology
Laboratory Technology
Nursing Education
Business Accounting, Marketing
Secretarial Science

ALL TWO-YEAR CAREER ORIENTED PROGRAMS THAT PUT YOU IN THE JOB MARKET AT GRADUATION!

JOBS FOR TOMORROW

1967 — 1968

We do . . .

. . . believe in the natural teenage talent that is our country's most valuable and trainable resource;

. . . understand the need of industry and business for knowledgeable and skillfull technologists;

. . . want to encourage community participation in special college presentations;

. . . believe that raw talent and genuine interest in the fields of technology equal success in the Associate of Applied Science two-year degree program.

•

Spotlight on Jobs for Tomorrow is co-sponsored by the United States Office of Education under the Higher Education Act of 1965 and by the Middlesex County College. Its objectives are to identify occupational opportunities and to discover and encourage talented youth with financial difficulties to seek post high school education.

WHAT ARE THE FACTS?

1. There are many students yet unidentified who have challenging, interesting and financially sound futures waiting.

2. There are financial sources available to students who qualify for this program.

3. Future decisions become easier when real facts are at hand. A college representative will visit each county high school during the spring of 1967 to present slides of career areas. The slides were made on the job at local industries. The school counselor will take the name of interested students and invite attendance at the slide showing.

4. Career choice and evidence of ability and talent qualify students for the benefits for Jobs for Tomorrow.

MIDDLESEX COUNTY COLLEGE OFFERS OPPORTUNITIES FOR STUDY IN

Career Oriented Programs Leading to Immediate Employment Through

Chemical Technology
Electrical Technology
Laboratory Technology
Nurse Education
Business Administration
Secretarial Science

•

Transfer-Oriented Programs - - - the first two years of University study in the Liberal Arts and Sciences and in Engineering Science.

•

Preparatory Study - - - a non-credit Pre-Technical curriculum for the student who has not prepared to enter college. Successful students may become candidates for degree programs.

•

Job Horizons - - - a one-year business-clerical curriculum for mature married women who desire to reenter the job market.

•

Continuing Education through the Evening and Extension Division for part time study toward a degree, personal and professional advancement, developmental non-credit courses.

The Spotlight for the Bright Future in the Automated Twentieth Century is on Post High School Education . . .

YOU BELONG IN THE SPOTLIGHT!

•

Middlesex County College
Edison, New Jersey 08817
(201) 548-6000
Ext. 265 or 244

THE DAILY HOME NEWS
NEW BRUNSWICK, N. J., THURSDAY, OCTOBER 27, 1966

County College Pushes Talent Search

EDISON—"Educational talent is a non-expendable talent once it is identified," according to Miss Ruth L. Samsel, Talent Search Counselor at Middlesex County College.

But there are thousands of young high school men and women who have moved through the high school scene aware only of the talent of the obvious student. The obvious student, usually the college bound student, appears to be sure footed and "academically talented." Often, the not so obviously talented youth slides laterally into the general track that tolerates his non-direction, permits him to obtain a diploma painlessly and enjoys his being a nice "average" boy or girl.

Middlesex County College is on the march to find those nice "average" boys and girls who have a talent for the fields of technology, who believe they need more than a high school education, who could use a hand up financially and those youths who need some special help in identifying their talents.

An innovative program initiated by Middlesex County College and partially funded by The Higher Education Act of 1965 has made it possible to search out such students through their high school guidance department, and to plan creatively with the county industrial and business institutions for future employment.

Continuing Search

Miss Ruth L. Samsel, the Talent Search Counselor at the college, will meet with high school guidance personnel and with industrial and business representatives throughout the county in the coming year. Community and parent organizations in the county may contact Miss Samsel for further information about the program and for speaking engagements.

The success of a talent search of this kind will eventually mean the identification of students who will enter the work world with technological skill required of our mid-century automated society.

THE SUNDAY HOME NEWS
NEW BRUNSWICK, N.J., SUNDAY, OCTOBER 30, 1966

TALENT SEARCH—Discussing the talent search for high school students for Spotlight on Jobs for the Future program at Middlesex County College Friday are, left to right: Martin Leshner of the Office of Education, Educational talent section, Miss Ruth Samsel, Miss Joan Purtell and Dean Michael Reynolds.

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey
Phone: 548-6000

FOR RELEASE NOVEMBER 3, 1966

Miss Ruth L. Samsel, counselor for the "Jobs for Tomorrow" project at Middlesex County College will be a panel speaker at the New Jersey Education Association meeting in Atlantic City Thursday, November 3rd.

Miss Samsel has been asked to present findings from the Madison Township Title I "Important People" project she directed during the summer. Her topic will deal with trained teenagers and the effective relationship established with academically deficient elementary school pupils.

The panel topic "Dare to Experiment" has been arranged by Miss Bonnie McHolme, State Department of Education for the Curriculum Work Conference at the Chalfonte Haddon Hall Hotel.

#

Middlesex County College
Edison, New Jersey 08817

NEWS RELEASE ON CEFUET

"Educational talent is a non expendable talent once it is identified", according to Miss Ruth L. Samsel, Talent Search Counselor at Middlesex County College. But there are thousands of young high school men and women who have moved through the high school scene aware only of the talent of the obvious student. The obvious student, usually the college bound student, appears to be sure footed and "academically talented." Often, the not so obviously talented youth slides laterally into the general track that tolerates his non-direction, permits him to obtain a diploma painlessly and enjoys his being a nice "average" boy or girl.

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Miss Ruth L. Samsel, the Talent Search Counselor at the College, will meet with the high school guidance personnel and with industrial and business representatives throughout the county in the coming year. Community and parent organizations in the County may contact Miss Samsel for further information about the program and for speaking engagements.

The success of a Talent Search of this kind will eventually mean the identification of students who will enter the very real work world with technological skill required of our mid-century automated society.

Middlesex College Unveils New Incentive Program

EDISON —The theory behind offering college scholarships to promising high school students is being rewritten by the Middlesex County College.

An initial grant of $14,970 will help the County College in Edison tell youngsters as early as the ninth grade the high price they will pay for dropping out of high school and why many should continue on to college.

The principal incentive: Promise of a scholarship to the college while a qualified youngster from a low-income family is still in high school.

"Basically," says dean of students Michael J. Reynolds, "we will attempt to explain the dollars and cents value of staying in high school to these youngsters and tell them why post-high school training is critical for jobs today."

Early Message

Dean Reynolds said these youngsters will be told the economic facts of life as early as the ninth grade. And, the county college is authorized under the federal program to reserve a scholarship for future study at the institution for qualified high school students from low-income families.

"The message we have for these high school students is essentially that if they are qualified but drop out of high school and ruin their chances for a college education, there will be no place for them in today's demanding job market," Dean Reyholds said.

Key person in the new county college program is Miss Ruth Samsel of Old Bridge, former guidance counselor at Madison Township High School.

Dean Reynolds will serve as project supervisor with Miss H. Joan Purtell, the college's director of admissions, as coordinator.

Miss Samsel will begin her duties at the college Sept. 1 as vocational counselor. In addition to guidance counseling posts, she has experience as a businesswomen and has long been active in community affairs.

Miss Samsel will be responsible for ~~developing~~ materials, programs and presentations at high schools throughout Middlesex County and will interview and counsel individual students. She will also conduct vocational presentations before church, social, business and industrial groups.

Main Objective

"The main objective," Dean Reynolds said, "is to keep the youngsters who may be on the verge of dropping out in high school by showing him that without specialized technical skills and continuing education his chances of earning a good living in today's society are sharply minimized."

"The college program," Dean Reynolds said, "will stress how a student will need post-high school training to prepare himself for a career."

"The prospect of having a scholarship reserved for a deserving boy or girl even when he or she is in the early years of high school is the great incentive," the dean of students said.

"A youngster in high school can become easily discouraged if he sees no chance for a college education because the family's income will not permit it. Once discouraged, the student is a potential dropout and the economy has lost a good prospect," Dean Reynolds said.

Actual scholarship funds will be drawn under the provisions of the Educational Opportunity Grant Program. This initial grant has been made available under the Higher Education Act.

Teachers College Names Fund Aide

Bernard E. Stark, division manager of the F. E. Compton Co., has been appointed ambassador chairman for the Teachers College Fund in New Brunswick, according to a statement issued by Teachers College of Columbia University.

One of the 125 ambassador chairmen located across the country and overseas, Stark will organize local Teacher College alumni to stimulate interest in the fund. There are 79 alumni in New Brunswick.

Teachers College, which this year is entering its 79th year as a professional school of education, has approximately 100,000 alumni distributed across the country.

In addition, TC alumni live and work in over 60 other lands. The vast majority are in education, but there are TC alumni in almost every occupation and profession.

The ambassador program, organized at the college eight years ago under the slogan, "To make money immortal, invest it in men," seeks personal contact with these alumni through local groups under the direction of ambassador chairmen.

Stark received his M.A. in Administration in 1948 from Teachers College.

FRIDAY

This Week's Topic:

PROJECT TALENT SEARCH

Learn about the opportunities for free education and training being offered to high school students at Middlesex County College.

Project Talent Search could end your search for the correct college and career training.

GUESTS:

MISS RUTH SAMSEL
Director of Project Talent Search.
MISS JOAN PURTEL
Director of Admissions, Middlesex County College
MISS MARY SISILY
Counselor, Madison Township
High School

ON CALL

10 P.M. to MIDNIGHT

FRIDAY: Jason Lewis

MONDAY&WEDNESDAY:
Dave Marash

WCTC Radio

1450 am / 98.3 fm

Middlesex County College

EDISON, NEW JERSEY 08817 201 548 6000

October 6, 1966

Letter to Industry

Dear

Middlesex County College opened in September with nine two-year education programs. Seven hundred fifty students entered, four hundred are enrolled in the following technical fields: Engineering Science, Electrical, Chemical and Laboratory Technology, Accounting, Marketing, Business, Secretarial Study and Nurse Education. Each student will receive an Associate in Applied Science Degree upon completion of their two year program.

It is our feeling that many talented high school students are not confident of (1) their ability to complete such a career oriented program nor are they (2) sufficiently informed about financial sources available that would encourage them to seek higher education. Therefore, through an innovative program partially funded under the Higher Education Act of 1965 Middlesex County College is attempting to reach the needy talented student and would like your cooperation.

We plan to compile a series of slides depicting actual positions held by trained personnel in each of the above Technical job categories. We believe that a series of on-the-job slides tells a comprehensive story effectively. The plan is to present the slides to needy but talented high school youth who have been identified by their couselors.

In effect this program serves as middleman in the process of identification and motivation of talented students on one hand and meeting some of your needs as employer on the other.

As coordinator for this program I would like the opportunity to speak with you about making slides of your employees performing the types of jobs for which our college will be preparing students.

Certainly your thoughts on this matter will be of interest to me and may help determine future direction of this project.

Thank you for your interest and cooperation in this kind of joint industrial-educational venture.

Sincerely,

Ruth L. Samsel

Ruth L. Samsel, Counselor
Talent Search Project

RLS:pn

Middlesex County College

EDISON, NEW JERSEY 08817 201 548 6000

October 6, 1966

The Middlesex County College at Edison opened this September with over seven hundred full time students. Four hundred fifteen were enrolled in the two-year career oriented courses which will propare them for immediate employment. The balance of the students enrolled in either the two year baccalaureate curriculum or the pre-technical curriculum.

Middlesex County has a preponderance of industries that require the services of semi- professional technicians and until now was forced to employ many of them from out of state.

We feel that this situation jeopardizes not only the economy of the state but that it is not a healthy situation to assume that we cannot provide the necessary technological manpower and training to meet the needs of industry. We have young men and women who are more than adequate to meet the technological requirements of industry but they are as yet unidentified and untrained.

I would like the opportunity to speak to your group about the college and, more specifically about the Talent Search we're conducting to find high school boys and girls who are talented. Too many of our young people go through high school undetected for their talent and ability because they have no motivation for further study. These are the students we want to reach.

I have a thirty minute presentation if your group is interested. Please contact me at your earliest convenience for a date after October 1st.

Sincerely,

Ruth L. Samsel

Ruth L. Samsel, Counselor
Talent Search Project

Middlesex County College

EDISON, NEW JERSEY 08817 201 548 6000

October 6, 1966

Letter to Guidance Directors

Middlesex County College in Edison opened this September with seven hundred of your students from throughout the county. The number of career-oriented students registered in the technological field was over four hundred.

With the prospects of expansion to meet the technological needs of the county industries and with a desire to serve county youth we applied for and received some federal support.

The Higher Education Act of 1965, Title IV has provided us with partial funding for a Talent Search for youth who may not have intended to pursue education beyond high school. The student must show interest and ability in one of the technologies offered by the College. We will be in a position to grant him or her full financial aid if necessary.

I would appreciate it if you would begin to identify such students. Naturally our immediate concern is for the seniors, however we will speak to juniors as well.

As the Talent Search Counselor for the College I will look forward to meeting with you and the students you choose.

I will bring a twenty minute presentation produced specifically for these students who are often difficult to motivate toward post high school education. There should be a full period allocated for them to view the slides and ask questions. I can envision the necessity of two visits with these youngsters since it may well be a brand new idea to them and will need repetition.

Hopefully the enclosed card will make it easier for you to keep track of these needy talented students we are trying to find.

Please call 548-6000 to arrange for the film presentation and discussion after January 1. I will look forward to visiting with you.

Sincerely,

Ruth L. Samsel

Ruth L. Samsel, Counselor
Talent Search Project

Middlesex County College

EDISON, NEW JERSEY 08817 201 548 6000

January 3, 1967

Second contact with Guidance Directors

Dear

Best wishes for a prosperous New Year. Hopefully, you are suitably relaxed and ready for new business.

Let me bring you up-to-date on the Talent Search and make plans to visit your school before the end of March:

1. Industrial and business personnel have been most cooperative in permitting me to photograph on-the-job pictures that depict entry jobs for the College graduates; as you recall, I wanted to build a realistic slide presentation of the five (5) career-oriented programs to show the students.

2. Several community organizations have shown a great deal of interest in the program, as it might concern the economically deprived student.

This project will be able to provide some of the necessary financial help to students who are otherwise deemed capable.

3. Senior students who are not academically ready to compete at a college level, but who are ready for serious study may enroll in our Pre-Technical Program.

I could speak to them as a special group if you like.

4. The second phase of Talent Search will begin with the student contacts.

I would like to make arrangements to meet with your students in groups of ten (10) or less and I will make as many appointments as may be necessary. Let's concentrate on seniors whom you believe are capable, whether they have proven it academically or not. Then later, in the Spring, we can work with the sophomores and juniors for motivational purposes.

UPWARD BOUND . . . AT MCC

Middlesex County College
Edison, New Jersey
Saturday, January 28, 1967

** PROGRAM **

11:30 a.m. Luncheon - College Cafeteria

12:15 p.m. WELCOME AND SLIDE PRESENTATION -- Ruth L. Samsel
"Your Future with a Two-Year College Degree" - College Union

INFORMAL DISCUSSION OF EDUCATIONAL OPPORTUNITIES
Panel: Ruth Samsel - Director of Talent Search Project, Moderator
Michael J. Reynolds - Dean of Students
Joan Purtell - Director of Admissions
John E. Perkins - Coordinator of Student Activities

With faculty and student participation from the floor

Your questions are welcomed at this time!

2:00 p.m. TOUR OF THE COLLEGE CAMPUS
Members of the Student Government Community Relations Committee serving as guides.

****

This program is co-sponsored by the Talent Search Project at Middlesex County College and Upward Bound Project of Rutgers - the State University.

CHEMICAL TECHNICIAN CAREER SYMPOSIUM

Thursday, October 19, 1967

Program Commences 3:00 p.m.

- Welcome by Esso Research and Engineering Company
  Vice President - C. E. Starr, Jr.
- Introduction of the Program
  Dr. L. H. Rogers - "New Jersey Research and Development Council's Interest in Chemical Technician Careers"
- Career Opportunities in the Chemical Industries
  - Merck and Company - Dr. R. N. Boos
  - Union Carbide Corporation - Dr. W. P. Samuels, Jr.
  - Esso Research and Engineering Company - Dr. R. A. Hofstader
- Coffee Break
- Workshop Seminars
- Middlesex County College - Dr. F. M. Chambers
- Union County Technical Institute - Dr. G. H. Baxel
- Social Hour and Dinner at Esso Research and Engineering Company
- After-Dinner Speaker
  Dr. Kenneth Chapman - American Chemical Society, Education Office, Washington, D. C.
- Closing Remarks - P. K. Starnes

ICS/kez
October 3, 1967

APPENDIX B

PROJECT ABSTRACT

SUBMITTED MARCH 1967

TO: Hugh M. Satterlee, Chief
Educational Talent Section

FROM: Michael J. Reynolds
Middlesex County College
Edison, New Jersey 08817

SUBJECT-- Project Abstract

I. Middlesex County College
Edison, New Jersey 08817
Phone (201) 548-6000

II. None

III. Michael J. Reynolds, Dean of Students
Project Director

IV.

Total Cost--	$32,647.00
Federal Contribution	14,970.00
Support from other sources	
Support from non-federal sources	
Proposer Contribution	17,677.00

V. Duration:

Beginning	30	June	1966
Ending	31	January	1968

VI.

A. Over 37,000 high school students have been directly or indirectly contacted. Results of radio response indicate more.

B. If students indicated a need for sustained counseling, they were referred to their high school guidance counselor. (see VII D)

C. All contacts are urged to use every facility available for self-understanding, (aptitudes, interests, abilities.) They are encouraged to use their own guidance services and those of the college.

D. An undetermined number have been urged to re-enter educational programs because of the work through the New Jersey Employment Office and via radio broadcasts. To my knowledge, none returned to high school or enrolled in Voc-Tech programs. Several began evening division classes and plan summer school. Actual count will be taken in July.

E. Approximately 500 students have been counseled individually or in small groups from October through April. Total contacts over 37,000 students plus radio audience, organizations, industrial and businessmen.

II. TITLE

"Information on Jobs for the Future and How To Prepare for Them as an Aid in The Encouragement of Educational Development."

We believed we could 1) identify needy qualified youth and encourage them toward some type of post high school education according to their talents and interests; 2) help them understand sources of available financial aid and, 3) make them aware of local employment opportunities for which they might prepare to be employable.

The CEFUET objectives were concerned with the same group of students and educational/financial needs as those stated above.

A. The hypotheses that:

1. ready and accurate identification of such youth through the guidance departments was invalid partially due to general lack of understanding of the ultimate goals of the non-college bound counselees.
2. disadvantaged youth are slow to accept offers that imply committment for academic achievement, or the post-high school requirement to be an earning member of the family.

The CEFUET counselor adapted to 1) above, by diverting some energy toward organizations for disadvantaged youth, but success with 2) above is dependent on the self-concern of the disadvantaged student for a more adequate high school program which challenges his own readiness and prescribes a future. Such motivation may hopefully serve to postpone immediate post-high school employment in favor of further education that will eventually benefit him more.

B. Procedures:

1. Meetings with college faculty, high school guidance directors and principals, county businessmen, youth directors, industrial personnel and others for the purpose of informing them of Talent Search and its objectives, procedures and eventual results with opportunities and facilities that they could offer.

2. A 35 millimeter slide library for six career areas are being prepared to depict educational and employment opportunities in Middlesex County.
3. The 35 millimeter slides will be available to every school to motivate an interest in possible career areas and to challenge students to remain in school by showing possible career advantages in local industry and business.

Program involvements and committments have evolved with Upward Bound, Camp Kilmer Job Corps, Scouts, Urban League, Puerto Rican Community, Aspira, New York, Multi-Service Center, Office of Economic Opportunity, New Jersey Employment Office, and others.

C. Findings and Conclusions:

1. Qualified youngsters of exceptional financial need are in short supply.
2. Financially destitute children usually have not accepted the academic challenge of college or technical school, preparatory subjects or such subjects of interest not available in high school.
3. Practical skills are not emphasized in the comprehensive high school.
4. The student often worked through high school and plans immediate employment or military service following graduation.
5. The non-motivated disadvantaged student is most often the rule because the history of academic failure began early. This pro-

gram was illusory to them because they felt the overwhelming amount of remediation would take too long. Long range goals are difficult for them. Fear of failure is a very real deterrent to acceptance of money and more status when the challenge they face is the academic one which has always been their nemesis.

6. Parental influence and involvement are well meaning, but often ineffectual for the older student we were contacting. They have shown interest in learning though more often to help the younger children choose high school subjects with more knowledge. Parents are generally concerned with better educational advantages for their children but have felt handicapped in their relationship with the schools.

Quality of assistance provided by secondary school personnel, etc. varied with the degree of interest and understanding for, a) the non-college bound student and b) the reality of a program with interest in the future of the average student to help the local economic and employment situation.

Our Talent Search problem was given a boost by CEFUET because CEFUET helped provide a full-time counselor, and money in order to call attention to the urgent need to work with youth who needed encouragement.

D. This experience of searching for youthful talent, serving as an information agency, and establishing a healthy relationship with local industry belongs in every high school guidance office. Failing this, it belongs to the community to establish such relationships, provide materials and be mutually concerned for employer-employee needs and talent utilization, financial support to be a function of the local or state government.

Our program was evolved out of local need: a new two-year community college which offered career programs for which employment would be immediate; a county whose citizenry knew nothing of the quality of such education nor indeed; the type of youth who should be educated to it; parents who had long since planned a four year education for professional attainment with little understanding of either BA or AA degree possibilities were confused; 27 high schools full of students who not only were confused about their future choices, but many who began to consider post-high school education for the first time in September, or later, of their senior year.

Exact replication of this program may not be meaningful, but parts of it may certainly be valuable to others.

Plans for expanding the program with present CEFUET funding through January 31, 1968 and beyond that date without CEFUET funds include:

a) Continuation of high school contacts with emphasis on sophomores and juniors.

b) Expansion of industrial relations and concern for student summer and graduate placement.

c) Publication of a bulletin stating prerequisites and costs of Educational/Vocational institutions in Middlesex County.

d) Increased parental counseling opportunities through group associations.

e) Development of a movie film of educational-occupational opportunities in two-year colleges in the state of New Jersey

Available Material:

E. A brochure that identifies the educational and financial opportunities available to qualified youth at Middlesex County College. Six thirty-five millimeter slide film presentations with tapes which will be available for loan during 1967-68 academic year in the fields of Chemical Technology, Electrical Technology, Laboratory Technology, Nursing Education, Business Administration, and Secretarial Science.

APPENDIX C

Technical Report

30 January 1967 to 30 July 1967

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey

Technical Report Submitted 30 July 1967

Initial Report: Technical Report of activities from 30 January 1967 until 30 July 1967 on the Contracts to Encourage the Full Utilization of Educational Talent project entitled "Information on Jobs for the Future and How to Prepare for them as an Aid in the Encouragement of Educational Development".

Sponsor:
Middlesex County College
Edison, New Jersey 08817

Project Supervisor:
Michael J. Reynolds
Dean of Students - 548-6000

Principal Investigator:
H. Joan Purtell
Director of Admissions - 548-6000

Report Prepared By:
Ruth L. Samsel
Counselor Talent Search Project - 548-6000

Transmitted By:
Michael J. Reynolds

Date Transmitted:
30 July 1967

TECHNICAL REPORT ON CEFUET

July 1967

Title of Project: "Information on Jobs for the Future and How to Prepare for Them as an Aid in the Encouragement of Educational Development".

1. Purpose, Objective and Nature of Project: To understand the nature of future jobs in the local community; to identify and encourage qualified youth with a financial need to complete high school and make a realistic choice of post high school education; to publicize existing forms of student financial aid furnished through federal, state, and local agencies.

2. The project staff is composed of the Dean of Students who gives eight per cent (8%) of his time, the Director of Admissions who gives ten per cent (10%) of her time and the Counselor of the project who is employed full time.

3. Duties and Responsibilities of the staff are to coordinate and fulfill the obligations of the contract. This is accomplished through regular meetings that keep the project objectives firmly in mind and communication channels for contacts and speaking engagement requests current.

4. Activities Undertaken and Completed during this period include efforts more specific to student contact than during the previous period of time. Industrial and organizational efforts preceded the student contact which was planned for the period between January and July 1967.

A. The CEFUET Counselor was:

1. A panelist at a Saturday workshop for Rutgers Education Action Program (REAP) for seventh, eighth, and ninth grade students.

2. A co-speaker for REAP parents that followed the Saturday workshop.

3. Speaker and discussion leader at Middlesex County Economic Opportunity Corporation invited by the Vista Volunteer to orient a group of Puerto Rican teenagers to high school requirements necessary to meet post high school educational requirements. Later the leaders of this group were introduced to the Aspira group in New York.

4. Speaker at a ministerial association meeting. Respective youth groups would meet with counselor at a later date.

5. Discussion leader at the local Urban League. Adults were interested in the high school academic requirements needed for continuing education because they

found many minority students academically unprepared and wanted to be better informed.

6. Instrumental in inviting interested young men in the Job Corps who had earned high school certification to campus to discuss their enrolling in education classes for self-improvement and continuing education.

B. General information sessions for the purpose of making long range plans were held with students and their supervising adults of:

1) Middlesex County Economic Opportunity Corporation, both in New Brunswick and Perth Amboy;

2) Kilmer Job Corps;

3) Class of mature women in the Job Horizons Program at Middlesex County College;

4) East Brunswick High School Vocational class;

5) Highland Park High School Vocational class;

6) Both Girl Scout Councils that service senior scouts in Middlesex County;

7) Students and staff of the Upward Bound program sponsored through Rutgers, the State University;

8) 4-H Club Council, composed of county-wide representation of members and adults.

C. A presentation of the CEFUET Project (see Addendum A) was made to the Middlesex County College Board of Trustees for these reasons:

1) To report the progressof CEFUET Talent Search and assure the Board that the original CEFUET project was meeting with success in light of its objectives;

2) To request that the project be continued with full College funding;

3) To expand the project's objectives to include greater financial assistance and academic counseling for students who qualify for admission.

D. The CEFUET Counselor had the opportunity to speak to the Middlesex County College Foundation, Inc., an organization dedicated to raising funds for Middlesex County College students. The presentation was directed toward the Pre Technical student whose course of study was for one year and without credit because of an inadequate or unsatisfactory high school preparation. In so enrolling, the Pre Technical student seeks to raise his vocational sights; however, in many cases he is unable to meet the financial obligation for a year of study.

As a result of this presentation, the Foundation included in its purposes the allocation of funds to students who qualify under CEFUET and who are accepted in the Pre Technical course.

E. A report of CEFUET was delivered to the Middlesex County College faculty in a workshop session that precipitated interested discussion among faculty members and culminated in making plans for more faculty involvement with specific students in September. Each of the College departments was photographed during the year including labs, equipment, and physical facilities in order to compile the slide tape project planned for each of the six career areas.

F. Groups who visited campus faculty and facilities as a result of an expanding interest in CEFUET activities and on invitation of the counselor were:

1) Several interested high school counselor groups;

2) New Jersey State Employment office counselors;

3) Kilmer Job Corpsmen and Staff;

4) Junior High School student groups studying occupations;

5) The Raritan Bay Social Planning Council, an organization composed of representatives of agencies throughout the County. This group alone has direct or indirect contact with every student of every age as well as with the County adult population;

6) Through a Vista volunteer in North Edison and the CEFUET Counselor, four women on welfare who live in a low cost housing project toured Middlesex County College and arrangements are in process for them to attend classes for job readiness;

7) League of Women Voters;

8) American Association of University Women.

(The last two groups were guests of the College President, but both groups were introduced to the CEFUET Project while on campus.)

G. 35mm slides were made throughout the period between January and July in order to be able to prepare the six career slide tape presentations planned in the CEFUET Project. Middlesex County College physical facilities, equipment, labs, personnel and students in activity are acknowledged as primary visual materials for creating a desire on the part of high school students to pursue the vocational potentials offered. Included in the presentations will be those slides made on the job in several industries during the September 1966 - January 1967 phase of the CEFUET program reported in the January 1967 Technical Report. The slides create the base for the formulation of concepts that we want to encourage in high school students.

H. The CEFUET Counselor arranged for a lecture series for the Pre Technical students which would expand their knowledge of respective industries and business. The following indicate respective lecture topics that were presented: A Career as a Policeman; What is FBI Work?; The New World of Computers; Banking and Business Administration; Techniques of Fire Fighting; Real Estate as a Career; New Face of Social Work; Chemical Technology, Laboratory Technology, Electrical Technology, and a discussion on the opportunities open to graduates of two-year colleges.

There were two (2) industrial trips made by each student. Again, this was designed as a realistic educational and vocational exposure.

I. Twenty-four of the twenty-eight high schools invited the CEFUET Counselor to speak to pre-chosen, interested students--sophomores, juniors and seniors. In one case the Counselor addressed eight hundred freshmen as part of a vocational series they were conducting. Four high schools invited the counselor twice, and one--three times.

J. Slides of the College, industry, business and Department of Labor statistics were shown to most groups for the purpose of initiating discussion, providing facts and relating post high school opportunities to young people. On the occasion that the CEFUET Counselor presented films and discussion to younger children, i.e., those sixth graders studying occupations, the seventh and eighth graders concerned with appropriate high school course selection, etc. very careful selection of slides and the ensuing discussion were important.

The faculty of each department at Middlesex County College was requested to work with the CEFUET Counselor to assure factual representation on the slides. They will also work with the counselor on the tape which will be synchronized to the slides.

K. A financial aids brochure was developed and will be printed as an aid to high school counselors and students affiliated with all groups. A poster has been prepared with essentially the same information for schools, community groups and organizations.

L. Addendum B is the program that evolved as the "Ask the Expert" Seminar held at the College for all high school juniors interested in gaining first hand information from experts in the industrial and business community of the County. There were twenty-three high schools represented and twenty experts on hand to discuss student interests.

M. The following are programs that have been initiated and will continue as a result of the CEFUET Talent Search:

1) Direct contact has now been made between Perth Amboy Puerto Rican community and the New York ASPIRA CEFUET Project;

2) A full day Girl Scout workshop on campus for senior scouts - "Careers for Women in 1975: What Educational Opportunities are Available?"

3) Full day in industry for high school guidance counselors and directors sponsored by CEFUET and three industries who endorse the idea that educators need to better understand the needs of industry. Every attempt is being made to create a knowledgeable industrial/educational relationship.

4) A series of newspaper articles will carry the CEFUET story, its purposes, its progress, and case histories of youth who have been identified and motivated toward further educational goals.

5) The development of six synchronized slide tape career presentations available to local high schools and civic organizations.

5. Pertinent Statistics have been stated in the text of this report.

6. Budget Itemization found in Addemdum C.

7. Evaluation of the project must be made in terms of the intangibles, i.e., the quality of student and high school counselor contact; the widespread dissemination of information to County residents which we regard as educational; the contacts made with civic organizations who will in turn invite the CEFUET counselor to discuss the project with their groups during 1967-68; the increased interest shown the project by college faculty and college students; interest evidenced from industrial and business community; the number of requests from this community to institute courses that are indigenous to local needs, such as the recommendation for real estate courses to be offered in the Evening Division, the animal handler courses for the Research Labs, etc. There is a general spread of awareness that is evident as a direct result of the CEFUET Project and its opportunities.

The CEFUET Project in its search for the uninformed student becomes a vehicle for public relations to the College; a sociology conduit between agencies; an arm of the high school counseling department; an adjunct financial information center; a repository of a journalist for case histories and a counselor to the student seeking aptitude identity.

8. Problems Encountered can be ultimately defined as CEFUET Counselor problems that stem from a desire to achieve specific "Packages of things" for "specific energy expended". The Talent Search counselor therefore provides the latitude that the identified student requires, i.e., he takes into consideration a series of situations surrounding an identified student who is a candidate for CEFUET. That latitude provided for the student encompasses problems arising from one or more of the following situations:

a) The student is a slow starter, and,

b) Because of that, he has been inadequately or incorrectly advised;

c) His post high school salary is needed and expected to help with the support of a large family;

d) His academic experience tends to be uninteresting, inappropriate and unsuccessful;

e) He expects that further education for him if there is to be any will be the result of military direction and training;

f) His association with college preparatory subjects or students has been discouraging, self deprecatory, disorienting to his assumed values;

g) His identification with personal goals which demand prerequisite study are not possible within the short term goal orientation the student has developed;

h) His lack of understanding of purpose for high school subjects and how they may be applied toward other or ultimate career goals is limited;

i) High school teachers and counselors tend to discredit this specific student as uninterested, impossible, self centered student who doesn't care what happens to himself,

j) Total financial assistance is imperative for these students' ultimate potential. The psychological worry of financial need must be minimized.

These are the problems that face the CEFUET counselor. An educational problem that should be solved in the mainstream of education in the early years is now being reflected in the faces of students we have been able to identify under the auspices of the Talent Search project.

Our responsibility then is 1) to make a fair appraisal of the candidate who comes to us, and 2) to provide him the counselor service and financial aid information and assistance that meets his basic state and form of inquiry.

9. Appendices

A. Contract to Encourage Full Utilization of Educational Talent as presented to the Board of Trustees of Middlesex County College.

B. "Ask the Expert" seminar for high school juniors on campus.

C. Budget report, January 31-July 31, 1967.

COMMUNITY SERVICES
MIDDLESEX COUNTY COLLEGE
EDISON, N. J.

CONTRACTS to ENCOURAGE FULL UTILIZATION of EDUCATIONAL TALENT

FACTS - Middlesex County

1959   14,000 FAMILIES LESS THAN $4,000.00

POPULATION: 1967 - 550,000
1980 - 1,000.000

IMPLICATIONS:

A. We should be concerned for a larger and more equal ratio of minority educational prodding and opportunities.

B. We should be aware of the Community economic problem and the number of potentially qualified employees.

C. We need flexibility in financial arrangements.

COMMUNITY SERVICES
MIDDLESEX COUNTY COLLEGE
EDISON, N. J.

U. S. OFFICE
of EDUCATION

HIGHER EDUCATION ACT OF 1965

Title IV

"INFORMATION ON JOBS FOR THE FUTURE AND HOW TO PREPARE FOR THEM AS AN AID IN THE ENCOURAGEMENT OF EDUCATIONAL TALENT"

A Talent Search

STATEMENT OF PURPOSE:

1. Identify qualified youth with exceptional financial need;
2. Encourage youth to take post high school education in a Community College;
3. Publicize existing forms of student financial aid.

(Federal-State-Local)

METHOD OF PROCEDURE

1. Industrial & business visitations;
2. Film presentation to service, fraternal, & civic organizations;
3. Film presentation to High School students;
4. Meetings with youth & adult groups
5. Campus tours;
6. Cooperative efforts of MCC faculty.

OBSERVATIONS OF STUDENTS IDENTIFIED BY CEFUET

A.	SLOW MATURER: UNDERACHIEVER	Incorrect or Inadequate Guidance
B.	NON COLLEGE ORIENTED:	Unsuccessful in Academic Competition
C.	NON COLLEGE ORIENTED:	Lack of Family Interest, Understanding and/or Financial Support
D.	GOAL ORIENTATION IS THE MILITARY	
E.	GOAL ORIENTATION IS MARRIAGE	

HOW TO HELP:

1. Help student identify goal . . .
2. Provide remedial opportunity . . .
3. Build individually successful study skills . . .
4. Encourage academic competition
5. Free student from financial worry . . .
6. Involve family in educational goals . . .

CEFUET Future

1. Slide-tape Loan Library
2. CEFUET - Industry Guidance Seminar
3. CEFUET - Girl Scouts, fall Workshop for Today's Women
4. Community Service

MEMBERSHIP

SOCIAL PLANNING COUNCIL, NEW BRUNSWICK

RARITAN BAY SOCIAL PLANNING COUNCIL,
PERTH AMBOY

GIRL SCOUT EDUCATION COUNCIL

FAMILY COUNSELING SERVICE

(PROJECT TERMINATES JANUARY 31, 1968)

June 20, 1967

C ONTRACTS TO

E NCOURAGE

F ULL

U TILIZATION OF

E DUCATIONAL

T ALENT

CEFUET

U.S. OFFICE OF EDUCATION

HIGHER EDUCATION ACT

OF 1965

TITLE IV

"Information on Jobs For The Future And How To Prepare For Them As As Aid in The Encouragement of Educational Development."

A TALENT SEARCH PROJECT

STATEMENT OF PUPOSE:

1) Identify qualified youth with exceptional financial need.

2) Encourage youth to take post high school education in a community college.

3) Publicize existing forms of student financial aid (Federal, State, Local)

METHOD OF PROCEDURE:

1) Industrial and Business visitations (with faculty)
   ...35 millimeter slides.

2) Presentation of Film Slides, and Charts to service, fraternal, and civic organizations:
   ...stating purpose of Middlesex County College
   ...seeking assistance in identifying potential students.

3) Presentation of film slides and charts to High School students.
   ...To promote realistic evaluation of themselves in light of opportunities for education and occupations.

4) Meetings with youth and adult groups.

   4H; Girl Scouts; Boy Scouts; LWV; Kiwanis; County Social Workers; P.T.A.'s; Kilmer; Urban League; Upward Bound; REAP; Perth Amboy Puerto Rican In-Crowd; Vista; Neighborhood House; Employment Office; Welfare Office; Board of Realtors; CAP; New Jersey Council for R&D.

5) Campus Tours for Junior and Senior High School students, Community Groups, Industrial Personnel.

6) Cooperation of Middlesex County College faculty.
   Tape organization--industrial visit--interaction with high school personnel.

OBSERVATIONS OF STUDENTS IDENTIFIED BY CEFUET:

A) Slow maturer)
Underachiever) Both may result in incorrect or inadequate guidance for College entrance.

B) Non-College oriented: Does not see himself as successful in an academic competition.

C) Non-College oriented: Due to lack of family interest, understanding, and/or financial support.

D) Goal orientation to the military service

E) Goal orientation is marraige.

1959 14,000 FAMILIES EARN LESS THAN $4,000 ANNUALLY.

POPULATION: 1967 550,000

1980 1,000,000

HOW TO HELP:

1) Help student identify goal.....

2) Provide remedial opportunity.....

3) Build individually successful study skills.....

4) Encourage academic competition.....

5) Free student from financial worry.....

6) Involve family in educational goals.....

CEFUET FUTURE

1) Slide-tape library for loan.

2) Industry--CEFUET guidance Seminar--Morris, Essex, Middlesex Counties

3) Girl Scout CEFUET all day program.
Education for Girls/Women in Today's society.

4) We have serviced the community.

5) Posters--financial aid brochures will be sent to all high schools.

MEMBERSHIPS ON SOCIAL PLANNING COUNCIL, NEW BRUNSWICK UNITED FUND COMMUNITY SERVICE ORGANIZATION, GIRL SCOUTS EDUCATIONAL PLANNING COUNCIL, RARITAN BAY SOCIAL PLANNING COUNCIL, FAMILY COUNSELING SERVICE

Terminates, January 31, 1968

GENERAL DISCUSSION:

Programs that have anything to do with youth who fall into the poverty classes present all kinds of complex problems that one does not anticipate. The project was begun by setting certain predictable guidelines within which we intended to confine ourselves; however in actuality poverty environments, whether economic or academic, are without bounds.

Consistently, we find students that we want to help are those who have failed academically, not because of lack of ability, but because of non-identification with college boundness; inability to comprehend academic competition and college boards; a lack of family interest and/or support about post-high school education; some have ability, but due to poor advisement, are untried and hesitant; some have spent some have convinced themselves that the army (military service) would educate after identifying their aptitudes. It is surprising that they do not expect such identification from high school personnel or experiences. Almost to a man, these students reflect a serious lack of self confidence and self importance.

Once the students were identified through the Talent Search Project, a good deal of counseling and even some hand-holding on the part of the high school counselors was required to get them to make application to a suitable college program. Once the student became self motivated, success was practically predictable, however, we know there are hundreds of reasons that preclude self motivation.

These students have often been jostled in high school by unkind references: as "dumb-dumbs," "give him another shop," "too bad vo-tech won't take him," "why don't you stay out the rest of the term," or "since you don't like school, why don't you sign up?"

Hardening of the student against academic endeavor is learned over a period of time, but is often accomplished in total. Unlearning such reactions is extremely difficult for the student without faculty understanding and concern. This type of student, some who will be here during the summer to make up suggested courses for September acceptance, does not lose his family low aspiration level or influence, change his financial solvency or push his status horizon significantly because of talk or promises. Day-by-day assignment, accomplishment, encouragement, appraisals, and positive recognition are more meaningful.

Our service was one that no other department in the College was free to do. We reached the very grass roots in the community that we seek to serve and we have prepared the way for continued contact with industry, civic organizations, business, and the educational system.

We must now decide whether to continue the Talent Search Project another eighteen months.

Respectfully Submitted By,
Ruth L. Samsel, Counselor
CEFUET

MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY
(08817)

548-6000
EXT. ~~365~~ 286

RUTH L. SAMSEL
COUNSELOR

[illegible] 10

February 13, 1967

New Brunswick Home News

WCTC FEATURES TALENT SEARCH

Radio station WCTC will feature the Middlesex College Talent Search Project on the on call program with Jason Lewis Friday from 10 p.m. to midnight.

Guests on the program will be Miss Joan Purtell, director of admissions," Miss Ruth Samsel, coordinator of the Talent Search Project, and Mrs. Mary Sisley, Madison Township guidance counselor.

The Talent Search Project attempts to locate young men and women who have ability to continue in a post-high school educational program. Students are encouraged to investigate fiancial opportunities and programs offered through this program.

County residents are encouraged to contact high school guidance directors or Miss Samsel at the college for further information.

ATTENTION!!!! HIGH SCHOOL JUNIORS OF MIDDLESEX COUNTY!!!!

YOU AND YOUR PARENTS ARE INVITED TO THE

"ASK THE EXPERT SEMINAR"

AT

MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY

1964

SATURDAY, APRIL 22

9:30 TO 12:30

TO.....

.....MEET THE COLLEGE PRESIDENT, DR. FRANK CHAMBERS

.....HEAR EXPERTS IN YOUR FIELD OF INTEREST, SUCH AS,

CHEMICAL TECHNOLOGY ELECTRICAL TECHNOLOGY LABORATORY TECHNOLOGY

NURSING EDUCATION BUSINESS EDUCATION LIBERAL ARTS

ENGINEERING SCIENCE PRE-TECHNICAL

INVITE YOUR PARENTS & FRIENDS TO A MORNING ON CAMPUS.

A TALENT SEARCH PROJECT
sponsored by...
UNITED STATES OFFICE OF EDUCATION

"ASK THE EXPERT SEMINAR"

FOR HIGH SCHOOL JUNIORS

Middlesex County College
Edison, New Jersey
08817

April 22, 1967

CAMPUS EXPERTS

Dr. Morris Lieff, Dept. Chairman Chemical Technology and Laboratory Technology.

Dr. Francis Spano, Organic Chemistry.

Dr. Sidney Simon, Ed.D. Dept. Chairman Business Administration.

Mr. David Tyrrell, M.S. Dept. Chairman Electrical Technology.

Mr. Phillip Greenwood, Business
Mr. Dominick Orefice, Marketing
Mrs. Nancy Reilly, Secretarial Science

Mrs. Rose Channing, Department Chairman, Nurse Education.

Mrs. Jean Buckley, Nurse Education.

Mr. Irving Elan, Department Chairman, Liberal Arts.

Mr. Charles Montross, Department Chairman Engineering Science.

Mr. Reney Myers, Department Chairman Pre-Technical Education.

OFF-CAMPUS EXPERTS

Mr. Robert Hofstader, Senior Chemist and Projec Leader, Analytical Research Division, Esso Research and Engineering.

Dr. William Samuels, Jr., Research Scientist, Pe-sonnel Manager, Union Carbide Corporation.

Mr. George Van Buskirk, National College recruit or for professional, administrative, and technical personnel, Electronic Associates, Inc.

PROGRAM

9:30 -- THE THEATER

"Ask The Expert Sponsorship: The United States Office of Education"
...Ruth L. Samsel

"What The College is Obliged to do for The Community."
...President of the College
Dr. Frank Chambers

"College + Student + Purpose = A+"
...Dean of Students
Michael J. Reynolds

"You Must Make the Choice! How?"
...Director of Admissions
Miss Joan Purtell

10:30 -- CLASSROOM BUILDING - ASK THE EXPERT --

Chemical Technology	Room 212
Engineering Science	213
Laboratory Technology	214
Electrical Technology	315
Business Administration	216
Secretarial Science	215
Nurse Education	Nurse Lab.
Liberal Arts	312
Pre-Technical Education	314

12:00 -- TOUR OF CAMPUS AND LABORATORIES

Conducted by Middlesex County College Freshmen and Sponsored by the Business Club of The College

* * * * * * * * * *

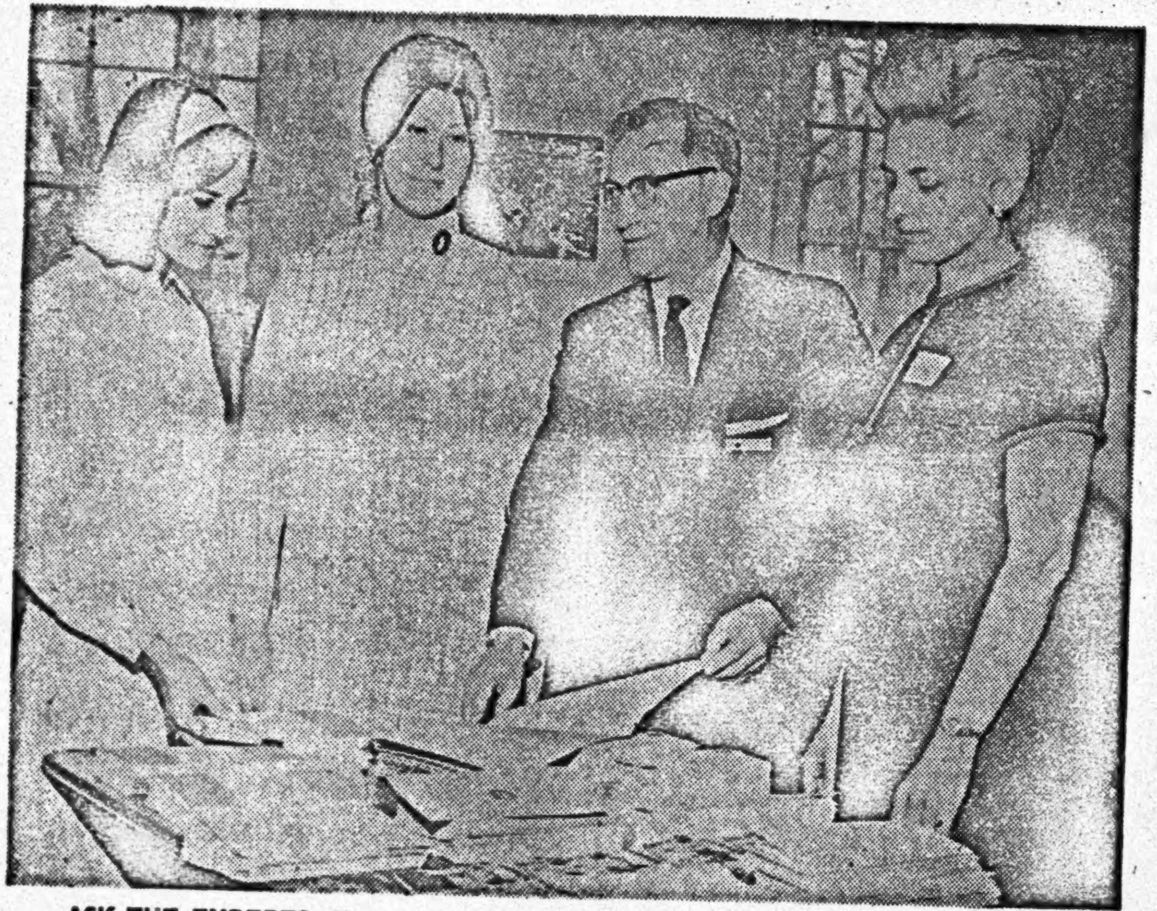
STUDENT PERSONNEL SERVICES

MISS JOAN PURTELL,	DIRECTOR OF ADMISSIONS
MR. MICHAEL J. REYNOLDS,	DEAN OF STUDENTS
MRS. VIRGINIA BUNTAINE,	COLLEGE NURSE
MR. RICHARD FLYNN,	PHYSICAL EDUCATION DEPT. CHAIRMAN
MR. GORDON HARROWER,	ADMISSIONS COUNSELOR
MR. FRED HAZLETT,	ADMISSIONS COUNSELOR
MR. KENNETH MAUGLE,	GENERALIST
MR. JOHN PERKINS,	COLLEGE UNION DIRECTOR
MISS RUTH L. SAMSEL,	TALENT SEARCH COORDINATOR
MRS. ANITA E. VOORHEES,	COORDINATOR OF JOB HORIZONS FOR WOMEN
MISS MURIEL WILHELM,	COLLEGE REGISTRAR

FOR INFORMATION CALL 548-6000

* * * * * * * * * *

The Faculty of Middlesex County College sincerely hope you have enjoyed your day on campus.



ASK THE EXPERTS—Norma Piercey, left, and Gloria Dowgin, both of South Brunswick, talk with Charles Montross, chairman of the enginnering science department, and Rose M. Channing, chairman of the nurse education department, at Middlesex County College. The college welcomed high school juniors and their parents to campus yesterday for an "Ask the Experts" program.

DISCUSSING OPPORTUNITIES—Paul Muller, left, of St. Joseph High School, Metuchen; Dr. Morris Lieff, chairman of the science department; Dr. W. P. Samuels, Union Carbide; Tom Washington of Piscataway High School and Robert Borke of Perth Amboy Vocational High School discuss job opportunities and curriculum at the Middlesex County College as part of yesterday's "Ask the Experts" program designed to assist prospective college students with their planning.

Standard Form 1034-A
7 GAO 5000
1034-211

PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL

VOUCHER NO.

U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION
Department of Health, Education &
Welfare
Office of Education
Educational Talent Program
Washington, D. C. 20202

DATE VOUCHER PREPARED 11-9-67

CONTRACT NUMBER AND DATE OEC-1-6-000024-1842

REQUISITION NUMBER AND DATE

SCHEDULE NO.

PAID BY

PAYEE'S NAME AND ADDRESS
Middlesex County College
Edison, N. J. 08817

DATE INVOICE RECEIVED

DISCOUNT TERMS

PAYEE'S ACCOUNT NUMBER

SHIPPED FROM **TO** **WEIGHT**

GOVERNMENT B/L NUMBER

NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES *(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)*	QUANTITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT
		(Corrected Report)				
I.	2/1/67	Personnel				4,602.25
II.		Benefits				-0-
III.	thru	Travel				222.65
IV.		Supplies & Materials				886.53
V.	6/30/67	Communications				-0-
VI.		Services				162.00
VII.		Other Costs				-0-
		These represent valid etc. Amt. due charged to this contract. Signed				5,873.43

(Use continuation sheet(s) if necessary)

(Payee must NOT use the space below)

TOTAL

PAYMENT:
☐ COMPLETE
☐ PARTIAL
☐ FINAL
☐ PROGRESS
☐ ADVANCE

DIFFERENCES

Amount verified; correct for
(Signature or initials)

MEMORANDUM

ACCOUNTING CLASSIFICATION

PAID BY			
CHECK NUMBER	ON TREASURER OF THE UNITED STATES	CHECK NUMBER	ON *(Name of bank)*
CASH $	DATE		

APPENDIX D

A Technical Report Prepared

for the

WASHINGTON CONFERENCE

September 14-15, 1967

CONTRACT TO ENCOURAGE THE FULL UTILIZATION OF EDUCATIONAL TALENT

A TALENT SEARCH PROJECT

A Technical Report Prepared
for the

WASHINGTON CONFERENCE
September 14-15, 1967

Contractor: MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY 08817
(201) 548-6000

Project Supervisor: MICHAEL J. REYNOLDS
Project Counselor: RUTH L. SAMSEL

tle of the Project: "Information on Jobs for the Future and How to Prepare for Them as an Aid in the Encouragement of Educational Development": "A Talent Search Project."

Principal Location: Middlesex County College, Edison, New Jersey

Proposer: Middlesex County College, Edison, New Jersey

Participating Institutions: Middlesex County College, Edison, New Jersey

Proposer Contribution: $ 13,250.00

Beginning Date: 1 June 1966

Ending Date: 31 January 1968

Statement of Purpose:

The purposes of the project are to: (1) identify qualified youth with exceptional financial need and encourage them to complete secondary school and undertake post-secondary educational training in career-oriented curriculums within a community college; (2) publicly exhibit forms of financial aid furnished through Federal, State, and local agencies; (3) understand the nature of future jobs in the local communities and to encourage qualified youth to apply themselves toward these local occupations, and (4) provide county youth and adult organizations with a fifteen minute synchronized slide-tape presentation based on educational opportunities as well as technological and industrial needs.

The project began in June 1966. The CEFUET counselor believed that the ccess of the project lay in widespread dissemination of information to many organizations, industries, and educational institutions. Therefore the project evolved in four distinct phases: phase 1, the industrial contacts; phase 2, contact with community agencies and organizations; phase 3, high school visitations by the CEFUET counselor, admissions personnel and department chairmen. Phase 3 also included campus visits from interested industrial personnel, students, parents, and professional organizations.

The fourth phase of the project is now in process: six synchronized slide-tape presentations depicting requirement and curricula in chemical technology, electrical technology, laboratory technology, business administration, secretarial science and nurse education.

The completed presentations will be made available to interested student and adult groups.

Procedure for Implementing the Program

The charts that follow, phase 1, 2, 3, indicate the contacts made through the three phases of the program, i.e., industrial, organizational and high schools. Phase 1A, 2A, and 3A note the continuing effects anticipated through funding for a second year.

ase 1 - Industrial Contacts show the type of technologist in this County where there are over 1,100 businesses and industries. Evidence of industrial cooperation and coordination with CEFUET follows.

a. Development of coordinated tapes with the prepared films presently in process.

b. High school student groups have been invited to visit industry through CEFUET efforts.

c. High school students and parents have been invited to the campus individually and for specifically prepared programs for the introduction of the industrial expert to the potential student....and, in turn, the potential industrial employee.

d. Industrial and business personnel have been on campus as advisory committeemen and for the purpose of employing first year students for the summer. Student summer salary range was $350-500 per month.

INDUSTRIAL CONTACTS

C=Chemical Technologist
E=Electrical Technologist
L=Laboratory Technologist
N=Nursing Education
B=Business Administration, Accounting, Marketing, Secretarial

P indicates that 35mm pictures have been made of the () technology.

The career area that has been enclosed in parentheses indicates that pictures have been made of those careers, on-the-job in the respective industry, business, or nursing institution.

(C) E L N B	American Cyanamid	P
(C) (E) L N B	Bell Laboratory	
(C) E (L) N (B)	Chevron Oil Company	P
(C) E (L) N B	Colgate Palmolive Company	P
C (E) L N B	Electronics Associates, Inc.	
C E L N (B)	Esso Engineering	
(C) E (L) N (B)	Esso Research & Development	P
(C) E (L) N (B)	Hess Oil and Chemical Company	
(C) (E) (L) N (B)	Hoffman LaRoche Company	P
(C) E L N B	Kellogg Company	P
C (E) L N (B)	Lockheed	P
(C) E L N (B)	Mobil Chemical Company	P
(C) E (L) N B	National Starch Company	P
(C) E L N B	Permacel	
C E L N (B)	South River Trust Company Bank	P
(C) (E) (L) N (B)	E. R. Squibb and Company	P
(C) E (L) N B	U. S. Metals Refining Company	P
(C) (E) L N B	Westinghouse	P
C E (L) (N) B	Brunswick Park Nursing Home	P
C E (L) (N) B	Middlesex Rehabilitation Hospital	P
C E (L) (N) B	Perth Amboy General Hospital	P
C E (L) (N) B	St. Peter's General Hospital	P

Phase 1a

...Continued negotiation for lay advisory committees for technologies; for curricula advisement; for hiring policies; for summer and terminal student employment.

...Continued efforts to bring personnel: engineers, public relations and personnel managers, executives to campus as a community service; for student education; for cooperative industrial educational enterprises and mutual enrichment.

...Exploration with other business and industrial corporations.

...Advisement for producing films that will depict technologists of the future, educational requirements, educational facilities and potential working conditions and salary.

...Promote the cooperation of business and industry with the growing community college enterprise in the State of New Jersey.

Phase 2 ORGANIZATION

There are twenty-six separate communities in Middlesex County with a

otal population of over 500,000. Of this number we have been able to
each an estimated 13,500 people through the CEFUET program since Septem-
er 1, 1966.

The twenty-six communities are listed below:

Carteret
Cranbury
Dunellen
East Brunswick
Edison
Helmetta
Highland Park
Jamesburg
Madison
Metuchen
Middlesex
Milltown
Monroe
New Brunswick
North Brunswick
Perth Amboy
Piscataway
Plainsboro
Rahway
Sayreville
South Amboy
South Brunswick
South Plainfield
South River
Spotswood
Woodbridge

The CEFUET counselor has had contact with the following organizations.
n"S" before the organization indicates that slides were shown and dis-
ussed with the group. A "C" indicates that charts of various kinds were
hown and discussed.

Aspira, Inc., New York
Boy Scouts of America
(S) Clara Barton Women's Club
East Brunswick Temple
Family Counseling Service
4-H Club
Girl Scouts of America
(S) Grace Lutheran Church
(SC) In-Crowd
(SC) Kilmer Job Corps
Kiwanis Club
(S) League of Women Voters
Madison Ministerial Group
Manpower Training Skills Center
Middlesex Board of Realtors
(S) Middlesex County College Faculty, staff and students
(S) Middlesex County Guidance Directors
Middlesex County Office of Economic Opportunity, New Brunswick and Jamesburg
(S) Multi-Service Center, Perth Amboy, New Brunswick
(SC) New Brunswick Business and Professional Women
(SC) New Brunswick Neighborhood House
(SC) New Jersey Employment Service--New Brunswick and Perth Amboy
New Jersey Association of School Social Workers
New Jersey State Department of Education
Newspapers (16)
Outward Bound (Trenton-National)
(S) Parent Teachers Association
Puerto Rican Settlements--New Brunswick and Perth Amboy
Radio Station WCTC New Brunswick
Raritan Bay Social Planning Council

(SC) Rutgers Education Action Program
(SC) REAP Parents
(SC) Urban League
Urban League Guild
Upward Bound

hase 2a

In the expansion of the project, Phase 2a deals with organizational ontacts. The following development is planned.

...Continued contact with known organizations.

...Early request for program time during the calendar years of 967-68 and 1968-69 with groups other than originally contacted.

...Educate for youth understanding of local educational opportuni-ies and prerequisites.

...Educate for an awareness of educational opportunities for the unemployed and underemployed.

...Continued contact with Kilmer Job Corpsmen who evidence interest and ability in continuing their education.

...Continued counseling with Upward Bound students.

...Development of slides so that more groups will have direct ac-cess to pertinent education information without CEFUET counselor's perso-nal services.

...Increased efforts to reach adult groups through community agencies.

STUDENT CONTACT

Phase 3

There are twenty-seven high schools in Middlesex County with approxi-mately 8,000 graduates in June 1968.

A listing of County High Schools follows:

- Carteret
- Dunellen
- East Brunswick
- Edison
- Highland Park
- Jamesburg
- John F. Kennedy
- Madison Township
- Metuchen
- Middlesex County Vocational
- Piscataway
- Sayreville War Memorial
- St. Joseph's
- St. Mary's, Perth Amboy
- St. Mary's, South Amboy
- St. Peter's
- South Amboy
- South Brunswick
- South Plainfield
- South River

Middlesex
New Brunswick
Perth Amboy
Perth Amboy Vocational
John P. Stevens
Woodbridge
Woodbridge Vocational

The following school-connected or student-connected contacts were made through letters, brochures, personal appointments, films, charts, discussion groups.

Superintendents (21)
Principals (28)
County Guidance Directors (28)
County Counselors (138)
Teacher Associations (27)
County School Social Workers (40)
Students Counseled (298)
Students in Groups (258)
Students individually (40)
Radio Responses (23)
Financial Requests (9)
Middlesex County College Faculty (60)

The Student Contact, or Phase 3, of this project was not begun until November 1966 because slides had to be made and presentation plans completed. Simultaneously, organizational contacts increased in scope. Requests for film presentations under the CEFUET project increase daily for orientation purposes for the high school underclassmen.

Phase 3a

Phase 3a has to do with the continuation of the CEFUET project from he point of view of the student contact and participation as well as the information-giving services of the project. It seeks to do the following on a continuing basis:

...Continued contact with high school counselors.

...Concerted effort toward ninth and tenth grade students who have cultural and financial need.

...Continued educational programs for counselors, teachers, parents and students in schools and on campus.

...Integration of school personnel and outside agency activities that are youth-created and directed.

...Continued efforts on radio, through newspaper releases and pictures for broad understanding of available financial aids.

35 MM SLIDE-TAPES

Phase 4

Each of the six career areas: Chemical Technology, Electrical Technology, Laboratory Technology, Nurse Education, Business Administration and Secretarial Science will be developed from a similar format. sentially, the viewer will be shown slides of the College, high school subject requirements, college requirements for graduation, respective industrial, business or nursing films actually taken on the job, physical facilities, working conditions and expected entry salary. The primary purpose of this portion of the project is to help the student create a realistic assessment of himself, his goal, his educational future and his occupational expectations.

Phase 4a

Develop a plan for the circulation of the slide library in order to encourage informal discussions of available education, personal and financial prerequisites and opportunities.

...Motivational efforts toward non-goal directed high school youth.

...Increased education about the technologies, their role in today's society, and in tomorrow's progress.

In addition, the advantages of such an undertaking is that this project is no longer confined to the students and parents in Middlesex County. It presents a statewide opportunity by virtue of the type of technological curricula offered at Middlesex County College.

The following five programs have been outgrowths of the basic CEFUET program. They will be continued and expanded under the auspices of Middlesex County College.

A. Direct contact has been made between Perth Amboy Puerto Rican community and the New York Aspira CEFUET project;

B. A full day Girl Scout workshop on campus for senior scouts "Careers for Women in 1975: What educational opportunities are available?"

C. A full day in industry for high school guidance counselors and directors sponsored by CEFUET and three industries who endorse the idea that educators need to better understand the needs of industry: Every attempt is being made to create a knowledgeable industrial/educational relationship.

D. A series of newspaper articles will carry the CEFUET story; its purposes; its progress; and case histories of youth who have been identified and motivated toward further educational goals.

E. The development of six synchronized slide-tape career presentations available to local high schools and civic organizations.

Evaluation of the project must be made in terms of the intangibles, as well as by the observable facts:

...the quality of student and high school counselor contact.

...the wide-spread dissemination of information to County residents which we regard as educational.

...the contacts made with civic organizations who will in turn invite the CEFUET counselor to discuss the project with their groups during 1967-68.

...the increased interest shown the project by college faculty and college students.

...the interest evidenced from the industrial and business community.

...the number of requests from this community to institute courses that are indigenous to local needs, such as the recommendation for real estate courses to be offered in the Evening Division and the animal handler courses for the Research Labs.

There is a general spread of awareness that is evident as a direct result of the CEFUET project and its opportunities.

Problems encountered can be ultimately defined as CEFUET counselor problems that stem from a desire to achieve specific "packages of things" for "specific energy expended." The Talent Search counselor provides the latitude that the identified student requires, i.e., he takes into consideration a series of situations surrounding an identified student who is a candidate for CEFUET. That latitude provided for the student encompasses problems arising from one or more of the following situations:

a) The student is a slow starter, and,

b) Because of that, he has been inadequately or incorrectly advised;

c) His post-high school salary is needed and expected to help with the support of a large family;

d) His academic experience tends to be uninteresting, inappropriate and unsuccessful;

e) He expects that further education for him if there is to be any, will be the result of military direction and training;

f) His association with college preparatory subjects or students has been discouraging, self-deprecatory, disorienting to his assumed values;

g) His identification with personal goals which demand prerequisite study are not possible within the short term goal orientation and habits the student has developed.

h) His lack of understanding of purpose for high school subjects and how they may be applied toward other or ultimate career goals is limited:

i) High School teachers and counselors tend to discredit this specific student as an uninterested, impossible, self-centered student who doesn't care what happens to himself.

j) Total financial assistance is imperative for these students to begin their ascent toward their potential. The psychological worry of financial need must be minimized or better than that, eliminated.

These are the problems that face the CEFUET counselor. An educational problem that should be solved in the mainstream of education in the early years is now being reflected in the faces of students we have been able to identify under the auspices of the Talent Search Project.

Our responsibility then is: 1) to make a fair assessment of the candidate who comes to us, and 2) to provide him the counselor service and financial aid information and assistance that meets his basic state and form of inquiry.

The CEFUET project in its search for the uninformed student becomes a vehicle for public relations to the College; a sociology conduit between agencies; an arm of the high school counseling department; an adjunct financial information center; a repository of a journalist for case histories and a counselor to the student seeking aptitude identity.